



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ACADEMY FOR CAREERS IN TV AND FILM

**DBN (i.e. 01M001):** 30Q301

**Principal:** EDGAR RODRIGUEZ

**Principal Email:** [ERODRIG27@SCHOOLS.NYC.GOV](mailto:ERODRIG27@SCHOOLS.NYC.GOV)

**Superintendent:** TAMIKA MATHESON

**Network Leader:** DEREK JONES

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Edgar Rodriguez	*Principal or Designee	
Charles Healy	*UFT Chapter Leader or Designee	
Simoa Santiago	*PA/PTA President or Designated Co-President	
Valen Daughtry	DC 37 Representative, if applicable	
Travis Aracena	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Daniella Collado	Member/ Student Representative	
Liz Cuccia	Member/ Parent Representative	
Lisa Daniele	Member/ Parent Representative	
Lenore Skenazy	Member/ Parent Representative	
Joel Kirkhart	Member/ Staff Representative	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

90% of students from the 2014 cohort will graduate by August 2014.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Last year, 97.5% of students from the second cohort graduated and in 2012, 96.2% graduated from the first cohort. It is essential that we have high expectations for the third graduating cohort as it will set continual standards for proceeding cohorts and maintain a culture in which it is expected that most students at TvF will graduate in 4 years.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. A comprehensive audit of student credit accumulation and Regents performance for all students is conducted by the administration at the start of the school year and at the end of each semester. Based on the findings of the audits, academic interventions are scheduled as both part of the regular instructional program and extended program to ensure that all students are prepared to meet graduation requirements in a timely manner. Progress towards meeting graduation requirements is monitored by student advisors as well as administration throughout the course of the fall and spring semesters.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. The principal, assistant principal, social worker and business manager conduct the audit at the start of the school year. The principal, assistant principal, social worker and/or advisor meet with the student for the academic intervention(s). Advisors are tasked with monitoring student progress toward meeting graduating requirements.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 100% of transcripts are audited by August. 100% of students who are flagged in the audit are programmed for necessary courses and/or Regents exams, and participate in an intervention meeting with admin and their advisor by end of September.

#### **D. Timeline for implementation and completion including start and end dates**

1. The audits are conducted in July/August; the interventions are held in August/September; follow up and monitoring of student progress occurs throughout the year.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Students are programmed according to the findings of the audit. No funding resources are used explicitly toward this strategy.

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Student advisors, teachers and administrators encourage parents to be involved in their child's academic performance from the first semester of freshman year to high school graduation. Parents are informed of student's progress toward graduation at least four times a year at Parent Teacher Conferences and can be provided with data reports and narratives about their student at any given time. These reports include comprehensive information pertaining to credit accumulation, Regents performance, and College Readiness; they are produced with the specific intention to inform parents so they can work with their children to improve their achievement level.

### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

NA	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The implementation of the Common Core Standards (CCS) will be expanded and deepened through the creation and delivery of additional CCS-aligned units and 95% of students will participate, as part of their regular coursework, in a set of activities designed to develop their mastery of CCS in all core academic classes.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students need to experience at least two rigorous tasks in every academic department and implemented in all core academic classes as part of a Common Core Curriculum aligned unit. (This will bring the total to a minimum of 8 CCS aligned units, which is in keeping with the NYCDOE Citywide Instructional Expectations.)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will incorporate at least two tasks that are aligned to the CCS and deliver them in the classroom setting. They are expected to utilize a schoolwide curriculum mapping tool that will allow administration to monitor progress. Teachers will also reflect student participation in CCS aligned tasks in their gradebooks. Classroom observations by Admin and intervisitations by and among teachers will be conducted during the implementation of units to assess the effectiveness of the implemented tasks. Collections of student work guided by these tasks will provide further evidence.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, assistant principal, and teachers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Curriculum maps will be updated by departments to reflect at least 2 CCS aligned units for all classes.

**D. Timeline for implementation and completion including start and end dates**

1. Teachers are given full days of PD at the start of the school year in September to work in departments and map out the CCS units.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. None.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are formally notified about curricular developments, like the CCS, over the course of the year in parent teacher conferences and PTA meetings. Each student has an advisor who communicates with parents on a regular basis about the student's academic expectations in all subjects. Through communication with parents, parents are regularly informed about City, State and federal standards and assessments.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

NA	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Over the course of the school year, all full time academic teachers will engage in at least 4 peer-visits ("Intervisitations") and complete a professional development plan that stems from discussions with administrators, and complete a self assessment based on Danielson's Framework.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Teachers need to observe, and be observed by, their colleagues and administrators in the classroom during instruction through a series of frequent classroom visits. Using Danielson's rubric, these visits need to frame very targeted conversations around teacher effectiveness and goals for PD plans.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Full staff meetings will be used to review the Danielson framework to teachers and engage them in a set of activities designed to ensure they understand its rationale and language. Records of Intervisitations 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.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, principal, assistant principal

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Self assessments and PD plans are due by February. 4 intervisitations occur by April.

**D. Timeline for implementation and completion including start and end dates**

1. See above.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. None. The administration has previously coordinated the presentation of Danielson’s framework so that it was in accordance to NYC DOE. The bulk of the information was been and continues to be presented during staff meetings that are built into their days. As such, there are no additional resources that fund this goal.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

This is note applicable to Goal #3.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

NA	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Over the course of the school year, a minimum of 50% of the 11<sup>th</sup> and 12<sup>th</sup> grade students will participate in the TvF work-based learning (WBL) program.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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 and as they approach the end of their high school tenure, they need exposure to WBL activities to get meaningful exposure to careers.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Per the CTE program requirements there must be a WBL coordinator who will oversee the WBL program that includes internships, site visits, and guests from the industry. An infrastructure to monitor the students participating in WBL activities has been set up by the WBL coordinator and the administration, which system includes student work journals and employer evaluation reports.

**B. Key personnel and other resources used to implement each strategy/activity**

1. WBL coordinator, CTE teachers, school business manager

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. An electronic database of the WBL activities tracks student participation. 50% of the junior and senior class should be participating in WBL activities and as such, tracked on the database.
- D. Timeline for implementation and completion including start and end dates**
1. These activities are ongoing throughout the school year, and even the summer. The WBL opportunities are first offered and available to students in their Junior year and continue until graduation.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Students who hold internships receive an individualized program that allows them to work at industry sites during the school day. Students who receive other WBL opportunities that take place at school are programmed for CTE courses during the school day. (Often, WBL opportunities arise before or after the school day and students are encouraged to participate to supplement their CTE experiences.)

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are encouraged to inquire with the CTE program's 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. The PTA executive board publishes a monthly parent newsletter that includes information about WBL past experiences and future opportunities.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

NA	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

The WBL coordinator works 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 TvF is in compliance with the requirements and guidelines of WBL partnerships. Schools that have a CTE program receive VATEA resources from NYC DOE to support the WBL endeavors associated to the CTE program. TvF has allocated VATEA funds in per session and OTPS to allow CTE faculty to host industry professionals and conduct WBL workshops after school, travel for site visits, and purchase professional equipment that are aligned to the industry.

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

NA

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

NA

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
1. NA
- B. Key personnel and other resources used to implement each strategy/activity**
1. NA
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. NA
- D. Timeline for implementation and completion including start and end dates**
1. NA
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. **NA**

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**NA**

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>NA</b>	<b>Tax Levy</b>	<b>NA</b>	<b>Title IA</b>	<b>NA</b>	<b>Title IIA</b>	<b>NA</b>	<b>Title III</b>	<b>NA</b>	<b>Set Aside</b>	<b>NA</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Supplemental instruction of topics addressed in curriculum  Foundational writing and reading skills with a particular emphasis on expository writing	Tutoring	Before and/or after school
<b>Mathematics</b>	Supplemental instruction of topics addressed in curriculum  Review and re-teaching of pre-Algebra skills	Tutoring	Before and/or after school
<b>Science</b>	Supplementary instruction of topics addressed in curriculum	Tutoring	Before and/or after school
<b>Social Studies</b>	Supplementary instruction of topics addressed in curriculum	Tutoring	Before and/or after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling sessions with the social worker on as-needed basis  Health-related services are provided through outside providers of speech, occupational therapy and physical therapy	One-on-one sessions	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.					
<b>NA</b>	<b>School Wide Program (SWP)</b>	<b>NA</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<b>NA</b>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<b>NA</b>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
<b>NA</b>

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> 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**  
**MAY 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 1<sup>st</sup> 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  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>30</b>	Borough <b>Queens</b>	School Number <b>301</b>
School Name <b>Academy for Careers in TV and Film</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Edgar Rodriguez</b>	Assistant Principal <b>n/a</b>
Coach <b>Chip Healy</b>	Coach
ESL Teacher <b>Jordan Gonzalez</b>	Guidance Counselor <b>Sarah Rosenwasser</b>
Teacher/Subject Area <b>Jeremy Matuk / Social Studies</b>	Parent <b>Simoa Santiago</b>
Teacher/Subject Area <b>Jessica Rosner / English</b>	Parent Coordinator <b>Nilsa Arboleda</b>
Related Service Provider <b>Alicia Santiago</b>	Other
Network Leader(Only if working with the LAP team) <b>New Visions</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>470</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>2.55%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0
<b>Freestanding ESL</b>														
Pull-out										0	0	0	1	1
Discrete ESL class										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	2	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	1	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	0	2	1	0	0	7	0	5	12
Total	4	0	2	1	0	0	7	0	5	12

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	3	2	3	11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	4	3	2	3	12

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)													1	1

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

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
	A											1		
	P										3	2	2	1
READING/ WRITING	B													1
	I											2		1
	A										3	1	2	1
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	0	1	0
Integrated Algebra	7	1	6	1
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	1	0
Living Environment	8	0	5	0
Physics	0	0	0	0
Global History and Geography	5	0	3	0
US History and Government	3	0	2	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A) 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. All of our ELLs take tests in English rather than their native language, so we are unable to address the second part of this question.

B) Administrators use the results to guide programming for mastery of content across all subjects. The ESL teacher communicates regularly with the content teacher of all ELL students, including their advisors, on best practices, extra academic support, and communication with parents.

C) Since we have a rather small ELL population, our ESL teacher is able to closely examine the results of NYS tests such as NYSESLAT and the Regents exams, in addition to our internal core subject tests, and evaluate the language usage and academic progress of our ELL students. The ESL teacher has found that our ELL students benefit from scaffolding and utilizing images. Additionally, since many of our ELL students are also SWD, organizational skill building is key to their development.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher meets with content teachers and notes any consistent errors in the ELL students' language usage and evaluates whether this is due to interference with their native language. Strategies are developed to address these interferences, such as rapid corrections/feedback so that the errors won't solidify.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our ELL program by looking at:
  - a) the number of students who successfully pass Regents exams and NYSESLAT exam
  - b) the number of students who are on track in the accumulation of credits
  - c) the number of students meeting standards in our CTE programs
  - d) the extent to which ELLs participate in the full range of activities offered to our student body.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
As part of our student intake packet that families are required to complete for admission to our school, parents complete the HLIS in their native language. Additionally, within the first 10 school days we use ARIS whenever we have a new student enter our school to determine whether we should administer the LAB-R exam. Furthermore, the content teachers will quickly report any language usage interferences to the ESL teacher at the onset of the school year to immediately address and support the ELL student's growth. Once a student is identified as an ELL and is Spanish-speaking, the Spanish LAB is administered to determine language dominance. For newly enrolled ELLs, a orientation for parents and guardians is held to inform them of, with the assistance of a translator, the different ELL programs that are available. During these orientations, parents are given materials in their home language such as the Parents' Preferred Language Form, the ELL Parent Brochure, Parent Survey & Program Selection Form, and Entitlement Letter.
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.  
Since our ELL population is so small, we only offer Freestanding ESL. Parents are made aware of this at the point of enrollment; however, we provide materials in the home language such as the ELL Parent Brochure and entitlement letters which provides descriptions of all three program choices. Within a few weeks of the enrollment, parents receive detailed program information about their student and the ESL services rendered within their program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our parent coordinator works with the ESL teacher to identify the students who should receive the letters and mails the entitlement letters, Parent Surveys and Program Selection forms home. She also collects them via mail or in person from parents or students

and stores the letters. The parent coordinator also performs outreach to parents who have not submitted these documents.

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.

The ESL teacher reviews ARIS at the start of the school year to identify the incoming ELL students and works with the advisors to tailor design their program so that the ESL services can be properly rendered. The advisor communicates, written and orally, with the parents of the ESL services. We also use ARIS to identify students in need of taking the LAB R (and soon will use it for the NYTITELL in 2014).

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher reviews the ATS reports to determine NYSESLAT eligibility and pulls students who are identified and registered to take the NYSESLAT and administers the exam in small groups, with the exception of the Oral module. The Oral module is recorded for each student and the recording is given to a Humanities teacher, who listens and evaluates their responses according to the rubric provided by NYSESLAT. The other sections answer documents are given to Humanities teacher and they grade these modules also according to the rubric.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

During registration, our parents knowingly enroll their students to our freestanding program based on our recommendation and description of the program. Therefore, parent requests have consistently aligned with our program offering, especially since our ELL population is so small.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    1. Instruction:
      - a. Our school uses Push-In and Pull-Out models of instruction.
      - b. Our school uses heterogeneous grouping.
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)?
  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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

Over the past 6 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 text 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've 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 be beginning ELLs, through supplementary and parallel native language reading materials.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Highly trained bilingual teachers 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Through various assessments that emphasize each of the modalities, administered by both the ESL teacher and the content teachers, these include formative assessments such as the results based on modalities in the NYSESLAT, the LAB-R, formal and informal modality assessments crafted by ESL teacher, and writing and speech assignments crafted by the content teachers. These assessments are administered weekly.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- b. Our school has a strong track record with newcomers which is a result of intensive support. Newcomers are provided regular small group instruction with our ESL teacher more frequently than other groups. This instruction involves a systematic and sequenced introduction to the most critical vocabulary and grammatical structures in the English language. Because the teacher is working with on average 2 students during these small group sessions, they are highly targeted to the needs of our newcomers. Our newcomers receive test preparation for the Regents exams as part of their content areas classes and this is supplemented where needed with additional explanation and translations of content provided by our ELL teacher where necessary.
- c. ELLs receiving service for 4 to 6 years receive a combination of push in and pull out support depending on their levels of skill. Services provided these students emphasize the vocabulary and grammatical structures found in non-fiction academic texts as this is the area in which these students struggle the most. Because of the small size of the ELL population at our school, these services are highly targeted. In addition, the ESL teacher monitors and supports student writing across the curriculum through an electronic portfolio system which serves as a repository of all major pieces of student written work.
- d. The student in our school who have been eligible for ELL services for over 6 years are those whose reading and writing skills are weakest in our school. ESL services for these students are closely aligned with a wide range of robust academic intervention services provided to all struggling services at our school.
- e. For students with special needs who are also eligible for ESL services, our special education department and ESL teacher collaborate closely. We have historically had almost no students in this situation and where we do have these students their challenges in meeting standards is a product of their disability rather than their level of English competence. For this reason, the special educators working with students in this situation takes the lead in designing an individualized educational program with the ESL teacher providing diagnostic support and consultation.
- e. We follow up with the content teachers to determine whether the ESL services should continue to be provided. Test accommodations such as 1.5x time and translated exams are offered to former ELLs who are still in need of these services even after placing out within two years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school implements an extensive advisory curriculum as well as extended day programs that offer targeted support to the diverse needs of ELL-SWDs. These advisories are comprised of both, students with IEPs and non-disabled peers. Also, ELL-SWDs are also programed with content courses that also have non-disabled peers. 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
Native Language Arts:	0
Social Studies:	0

Class/Content Area	Language(s) of Instruction
0	0
0	0

**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

Math:	0		0	0
Science:	0		0	0

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

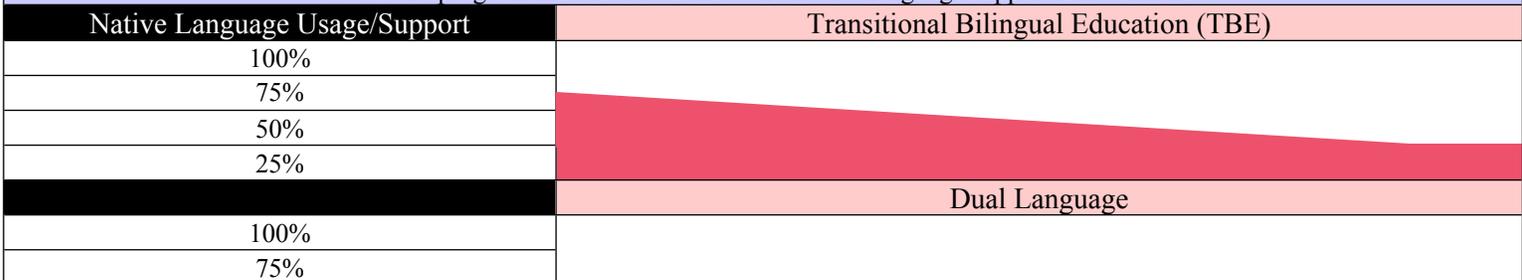
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language 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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Each year our ELLs raise in each of the Modalities and they place out.
11. What new programs or improvements will be considered for the upcoming school year?
- 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.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued for the coming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Materials in English are leveled by proficiency and materials in native language are provided for those with low proficiency. At high school level, we craft materials that are relevant for adolescents by using the academic language needed for content courses, the language needed to thrive in NYC, and topics of interest for their age group.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- ELL students are invited to participate in a Summer Bridge (pre-freshman) program where they interact with students and teacher.
18. What language electives are offered to ELLs?
- Students at our school are only offered electives in their senior year. Language electives are offered through the production (our specialized program) and the Humanities departments, such as the Language of Film, and Literature and Film.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. 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. As part of the weekly PD workshops described in Item 1 of this section, teachers of ELLs meet in department and grade level groups to discuss and implement content aligning to CCLS. Student mastery of the CCLS are distinguished in all teachers grade books that are accessible as view-only reports to the rest of the staff. The ESL teacher, in addition to the ELL advisors, closely examine the mastery of CCLS of ELL students. When ELLs are struggling to meet mastery of the CCLS identified in the content classes, the ESL teacher, advisor and subject teacher meeting first without the student to discuss how the student can better engage in the CCLS, and then roll out their plan (typically by extra support in tutoring, or by pulling out more often for one-on-one with the ESL teacher) to the student and his/her family.

3. 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.

4. Please see item 1. An accounting of the total hours of professional development including time dedicated for ELL training is kept both electronically within our database, and hard copies of attendance with signatures is kept.

## D. Parental Involvement

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

## E. Additional Information

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

None.

## Part VI: LAP Assurances

**School Name: Academy for Careers in TV&Film**

**School DBN: 30Q301**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edgar Rodriguez	Principal		11/13/13
	Assistant Principal		
Nilsa Arboleda	Parent Coordinator		11/13/13
Jordan Gonzalez	ESL Teacher		11/13/13
Simoa Santiago	Parent		11/13/13
Deb Lin / Science	Teacher/Subject Area		11/13/13
Joel Kirkhart / Humanities	Teacher/Subject Area		11/13/13
Chip Healy	Coach		11/13/13
	Coach		1/1/01
Sarah Rosenwasser	Guidance Counselor		11/13/13
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **5** Network: **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**

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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.

Our school keeps internal databases with student information, including language status to flag non-English speaking parents and their preferred language for communication. Advisors and our Parent Coordinator update the database, which is accessible by all staff members within the school. Administrators are able to sort parent interpretation needs by language and can staff events (such as parent teacher conferences, open houses, PTA meetings) accordingly.

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.

While most of our parents selected English as their preferred language, (83%), a significant number of them also selected Spanish for written communication (43%). There are several other languages spoken by parents--and preferred by them for communication--but the numbers are low (less than 2% each) and these languages are Arabic, Mandarin, Greek and Korean. Our school has staff members that are bilingual in these languages. The aforementioned information is given during staff professional development, specifically ELL professional development. Additionally, this information is included with materials given to parents about the school which includes: the Parent Bill of Rights, ELL Brochure, and the safety plan procedures.

## Part B: Strategies and Activities

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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.

Since many of our parents prefer correspondence in Spanish, our written communications home are always translated to Spanish and sent simultaneously with the English version. For non-Spanish and non-English speaking families, our staff members who are fluent in their preferred language call home to confirm that they understand the English version and if not, they will translate the correspondence for the parents immediately. We have not had the need to use a outside translation service to date, even though we put aside Title III funds for it in our budget each year. On a related note, this year we will be providing for the first time an American sign language interpreter for a student who is interested in applying to our school for high school and whose mother is hearing impaired. We have been working with our CFN to secure an interpreter that is free of service and provided by the NYCDOE.

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

We make several bilingual staff members (in Spanish, Korean, Mandarin, Greek, and French) available for Parent Teacher Conferences or informal phone conversations or parent meetings. In the main office, the secretary and parent coordinator are able to communicate in Spanish and/or English regularly with Spanish speaking parents. Again, we have not had the need to use a translation service to date, even though we put aside Title III funds for it in our budget each year.

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>.

We determine within 30 (thirty) days of a student's enrollment the primary language spoken by the parent of each student enrolled in our school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with our teachers/advisors/staff members about the student. We also maintain an appropriate and current record of the primary language of each parent and maintain that information in ATS and on the student emergency card. We provide each parent whose primary language is a covered language and who requires language assistance services with a copy, in their home language, of the the Bill of Parent Rights and Responsibilities which includes their rights regarding the translation and interpretation services. In addition, we provide the school's safety plan with procedures for ensuring that parents in need of language services are not prevented from reaching the school's administrative

offices due to language barriers.