



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE CINEMA SCHOOL
DBN (i.e. 01M001): 12X478
Principal: KEISHA WARNER
Principal Email: KWARNER@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: REX BOBBISH

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
Keisha Warner	*Principal or Designee	
Marcie Felicies	*UFT Chapter Leader or Designee	
Joanne Schmidt	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Marie Morel Ashley Crespo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Joe Hall	CBO Representative, if applicable	
Alison Beckman	Member/ / Chair/ Assistant Principal	
Mary Lawson	Member/ / Parent	
Caterina Garon	Member/ / Parent	
Preya Singh	Member/ / Teacher/ UFT	
Yvette Fernandez	Member/ / Parent	
	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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.

- By the end of the 2013-2014 school year, 80% of our students will pass a Math Regents with 10% of students achieving master (a score of 85 or better).

Comprehensive Needs Assessment

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.

- We want all of our students to attain an Advanced Regents diploma. In order to do so, we need to ensure that our students have strong Algebra skills because solving multi-step equations is fundamental to advanced mathematics such as Trigonometry, Pre-Calculus and Calculus. 73% of students who sat for the Algebra Regents passed (11% college ready) and 61% passed the Geometry Regents (2% college ready).

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. Students will receive additional supports through the academic intervention services of both mandated and voluntary afternoon tutoring, Saturday school for the weeks preceding both January 2014 and June 2014 Regents examinations, classroom push-ins by a licensed teacher and ongoing individualized support through our F-status mathematics teacher. During the fourth marking period of each semester, all students will receive additional support to review course content. Guidance staff and advisors will assist in identifying students who require additional support,

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

1. The key personnel include teachers, advisors, guidance staff, and administrators.

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

1. Progress will be evaluated through ongoing assessment in class, during the progress of participation in academic intervention services, and through marking period progress reports and report cards.

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

1. Fall semester courses and individualized assistance: 9/9/13 until 1/31/14
2. Fall semester afternoon tutoring: 10/3/13 until 1/26/14
3. Fall semester Saturday school: 1/4/14 until 1/25/14
4. Spring semester courses and individualized assistance: 2/4/14 until 6/26/14
5. Spring semester afternoon tutoring: 3/3/14 until 6/16/14
6. Spring semester Saturday school: 5/31/14 until 6/21/14

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

1. All activities will be supported through the collaboration of subject area teachers with advisors, guidance staff and administration. All activities taking place outside of regular school hours will be supervised by at least one administrator. Having a two certified Special Education teachers, allows for push-ins when they are not teaching their own academic content. Teachers who teach a course that terminates in a Regents elect to teach Saturday school for at least four weekend preceding a Regents administration.

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
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.

- By the end of the 2013-2014 school year, 85% of our students will pass a science Regents examination with 10% achieving mastery (a score of 85 or above).

Comprehensive Needs Assessment

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.

- All students will sit for at least two science Regents exams to qualify for an Advanced Regents diploma. By the time students reach their junior year, we expect them to be in rigorous course such as Chemistry or AP Biology. The June pass rates for a Regents other than Living Environment is as follows: Earth Science 33%, Chemistry 44%, and Physics 3%.

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. Students will receive additional supports through the academic intervention services of both mandated and voluntary afternoon tutoring, Saturday school for the weeks preceding both January 2014 and June 2014 Regents examinations, and ongoing individualized support through a licensed teacher. During the fourth marking period of each semester, all students will receive additional support to review course content. Guidance staff and advisors will assist in identifying students who require additional support,
- B. Key personnel and other resources used to implement each strategy/activity**
1. The key personnel include teachers, advisors, guidance staff, and administrators.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Progress will be evaluated through ongoing assessment in class, during the progress of participation in academic intervention services, and through marking period progress reports and report cards.
- D. Timeline for implementation and completion including start and end dates**
- Fall semester courses and individualized assistance: 9/9/13 until 1/31/14
 - Fall semester afternoon tutoring: 10/3/13 until 1/26/14
 - Fall semester Saturday school: 1/4/14 until 1/25/14
 - Spring semester courses and individualized assistance: 2/4/14 until 6/26/14
 - Spring semester afternoon tutoring: 3/3/14 until 6/16/14
 - Spring semester Saturday school: 5/31/14 until 6/21/14
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All activities will be supported through the collaboration of subject area teachers with advisors, guidance staff and administration. All activities taking place outside of regular school hours will be supervised by at least one administrator. Certified Special Education teachers do push-ins when they are not teaching their own academic content. Teachers whose course terminates in a Regents examination, elect to teach Saturday School for at least four Saturdays preceding a Regents administration.

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 have access to an online grade book through the Jupiter Grades website. With this resource, parents can opt to receive emails and text messages that target the information they want to know such as when a grade dips below a certain average, if an assignment is missing or if a low grade on an assignment was entered. Progress reports are mailed to students who are in danger of failing in the middle of every marking period to ensure that our parents have ample notice and to ensure that

students know what they need to do in order to pass the class. Because all students have an advisor, parents have one staff member that they can email or call to address their questions or concerns.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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.

- By the end of the 2013-2014 school year, 80% of our students will pass the Global Regents with 10% reaching mastery (a score of 85 or better).

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.

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

Instructional Strategies/Activities

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. Students will receive additional supports through the academic intervention services of both mandated and voluntary afternoon tutoring, Saturday school for the weeks preceding both January 2014 and June 2014 Regents examinations, classroom push-in by a licensed teacher, and ongoing individualized support through a licensed teacher. During the fourth marking period of each semester, all students will receive additional support to review course content. Guidance staff and advisors will assist in identifying students who require additional support,
- B. Key personnel and other resources used to implement each strategy/activity**
 1. The key personnel include teachers, advisors, guidance staff, and administrators.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Progress will be evaluated through ongoing assessment in class, during the progress of participation in academic intervention services, and through marking period progress reports and report cards.
- D. Timeline for implementation and completion including start and end dates**
 1. Fall semester courses and individualized assistance: 9/9/13 until 1/31/14
 2. Fall semester afternoon tutoring: 10/3/13 until 1/26/14
 3. Fall semester Saturday school: 1/4/14 until 1/25/14
 4. Spring semester courses and individualized assistance: 2/4/14 until 6/26/14
 5. Spring semester afternoon tutoring: 3/3/14 until 6/16/14
 6. Spring semester Saturday school: 5/31/14 until 6/21/14
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. All activities will be supported through the collaboration of subject area teachers with advisors, guidance staff and administration. All activities taking place outside of regular school hours will be supervised by at least one administrator.

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 have access to an online grade book through the Jupiter Grades website. With this resource, parents can opt to receive emails and text messages that target the information they want to know such as when a grade dips below a certain average, if an assignment is missing or if a low grade on an assignment was entered. Progress reports are mailed to students who are in danger of failing in the middle of every marking period to ensure that our parents have ample notice and to ensure that

students know what they need to do in order to pass the class. Because all students have an advisor, parents have one staff member that they can email or call to address their questions or concerns.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III	x	Set Aside		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.

- By the end of the 2013-2014 school year 80% of applicable students will be signed up for the May or June SAT and at least 50% of our juniors will take the May SAT.

Comprehensive Needs Assessment

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.

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

Instructional Strategies/Activities

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

- The heads of departments (Math, Science, English & History) will examine the PSAT data results to see where our students are strong and make action plans for how to incorporate areas of weakness into the curriculum to add support. All sophomores, juniors, and seniors will have their College Board account so that they can log in for targeted practice based on their PSAT scores. All teacher advisors will instruct vocabulary lessons during an advisory period throughout the school year. The school guidance counselor has arranged to offer SAT preparation at our school through a private company, Ivy Key. However, all students are able to participate in SAT preparation through their advisors, as it is embedded within the advisory curriculum.

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

- The key personnel include teachers, advisors, guidance staff, and administrators.

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

- The extent of participation will be evaluated through ongoing assessment in advisory class and through the progress of participation in any additional SAT prep.

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

- SAT prep will occur intermittently throughout the 2013-2014 school year.

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

- All prep-related activities will be supported through the collaboration of advisors, guidance staff, administration and Ivy Key which is a private SAT preparation service.

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

Budget and Resource Alignment

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

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

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.

- By the end of the 2013-2014 school year at least 4 teachers will have an approved curriculum for an Advanced Placement® course through The College Board; we will administer a minimum of 4 Advanced Placement exams. Approximately 11% of our most recent graduates received a 3 or higher on the AP exams last year.

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.

- Our goal is to address college readiness in every grade, tweaking the message at each stage so that it is suitable to the student audience on a grade level. There will be two curriculum checkpoints for the each semester. At each checkpoint, the teachers will submit their units in order to receive feedback. The Guidance Counselor, who oversees college advising, will monitor to make sure the curricula submitted to the College Board is approved.

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

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

1. 1. The key personnel include teachers and administrators.

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

1. Progress will be monitored through course scheduling of Advanced Placement courses as well as applicable academic progress. This will ensure that we track and quantify student participation.

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

1. 1. Advanced Placement course offerings and student participation will occur consistently throughout the 2013-2014 school year.

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

1. 1. All Advanced Placement-related training and offerings will be supported through the collaboration of teachers, guidance staff, administration and The College Board.

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).

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

Budget and Resource Alignment

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

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

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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Essential Questions • Exit Slips • Frequent Assessment • Student Reflections • Analysis in writing 	<ul style="list-style-type: none"> • Additional teacher push-in • Small group instruction • Morning study hall • After-school/ Saturday school tutoring 	The service is provided during the regular school day, including 37.5 minutes of tutoring.
Mathematics	<ul style="list-style-type: none"> • Essential Questions • Exit Slips • Frequent Assessment • Justification for answer 	<ul style="list-style-type: none"> • Additional teacher push-in • Small group instruction • Morning study hall • After-school/ Saturday school tutoring 	The service is provided during the regular school day, including 37.5 minutes of tutoring.
Science	<ul style="list-style-type: none"> • Essential Questions • Reading maps, charts, graphs • Synthesizing a relevant conclusion after a lab • Frequent assessment 	<ul style="list-style-type: none"> • Additional teacher push-in • Small group instruction • Morning study hall • After-school/ Saturday school tutoring 	The service is provided during the regular school day, including 37.5 minutes of tutoring.
Social Studies	<ul style="list-style-type: none"> • Essential Questions • Analysis of historical content • Reading maps, charts, graphs • Frequent assessment 	<ul style="list-style-type: none"> • Additional teacher push-in • Small group instruction • Morning study hall • After-school/ Saturday school tutoring 	The service is provided during the regular school day, including 37.5 minutes of tutoring.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Social-emotional growth and development 	<ul style="list-style-type: none"> • Group counseling • Individual counseling 	The service is provided during the regular school day, including 37.5 minutes of tutoring.

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

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

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

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).

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

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

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The guidelines as set forth in our CEP goals will influence how federal, state and local funds are used. With respect to factors that need to be taken into consideration so that we meet the goals the coordination of these funds will: support students in temporary housing, provide workshops for parents, provide a summer bridge programs and bring in artistic facilitators for our Animation Movie Institute.

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.).

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.

Teachers participate in Assessment Driven Instruction which takes authentic student data from major assessments to track growth in indicated areas of weakness. The teachers decide on the kind of diagnostic assessment to use and which subsequent benchmark assessments will be used to monitor the academic growth in their students.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

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).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 12	Borough Bronx	School Number 478
School Name The Cinema School		

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 Keisha Warner	Assistant Principal Rani Pendharkar
Coach type here	Coach type here
ESL Teacher Quinn Kronen	Guidance Counselor Katherine Martinez
Teacher/Subject Area type here	Parent Joanne Schmidt
Teacher/Subject Area type here	Parent Coordinator Illona Paulino
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Rex Bobbish	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	317	Total number of ELLs	10	ELLs as share of total student population (%)	3.15%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										4	4			8
Pull-out												2		2
Total	0	0	0	0	0	0	0	0	0	4	4	2	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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
Dual Language										0
ESL	0			4			6		1	10
Total	0	0	0	4	0	0	6	0	1	10

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
Yiddish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	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
TOTAL	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										5	3	1		9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	5	3	2	0	10

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)														0

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)										3	3	1		7
Total	0	0	0	0	0	0	0	0	0	4	3	1	0	8

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	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	1		1	
Integrated Algebra	2		0	
Geometry	3		1	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	2		0	
Living Environment	3		1	
Physics	1		0	
Global History and	2		1	
Geography	0		0	
US History and	1		1	
Foreign Language	0		0	
Government	0		0	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.
Teachers design diagnostics at the beginning of every school year to assess foundational English language skills. Our ELLs function at a variety of levels. They are not consistently in the struggling category as many are high function. For those that are struggling, we make academic intervention plans that will support their language acquisition in all classrooms.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
What is revealed is that we have high a moderately high functioning ELL population.
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](#))
Paste response to question here:
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. Across the board, the students who reach proficiency are more advanced in their high school career; particularly juniors and seniors.
 - b. The design of the questions of Periodic Assessments allows for the teachers to model these assessment strategies in the design of their own assessments.
 - c. The school is learning that repetition of a specific skill will make a significant difference in English language acquisition.
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?
In providing support, we create a dsafe environment where students are encouraged to cross reference content-based vocabulary with a native language source.
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 assess the success of our ELL program they way we would any other student. We track and monitor that they are accumulating their credits, that they are on track for a Regents diploma, that they receive tutoring if they need it, that we plan lessons meaningfully so that the needs of an ELL is being addressed in all classes.

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](#).)

Any student who is new to the NYCDOE is given the Home Language Survey. At that time, a determination of whether a student is an ELL or not is made. If the student is an ELL, he/she will sit for the LAB-R. The parent will have the opportunity to select the program he/she wants for her child and that decision will be entered in the ELPC screen on ATS. The student will receive their mandated minutes of ESL instruction and sit for the NYSESLAT in the spring.

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.
When the Home Language Survey is administered, we explain the three options that the NYCDOE provides for all students.
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](#)].)
The Parent Surveys and Program Selection forms are provided by either an Assistant Principal or the Parent Coordinator who files 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.
In addition to the results from the Home Language Survey and the LAB-R, we communicate with the parent (in native language if necessary) to describe our academic program and allow them to ask questions and respond to whether they think the setting is appropriate to the needs of the high school student.
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 testing coordinator creates a schedule allows for the students to sit for each part of the examination that has minimal impact on their academic school day. Students are scheduled for a specific part of the examination and a make-up session accompanies.
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. 
Parents have all requested for their child to be in a freestanding ESL program. Of the 10 ELLs we have, 100% of them are in our freestanding ESL program which was chosen by their parents.

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])?

a. We currently use a push-in and pull-out method of instruction.

b. We use block scheduling. As we are a small group, it is important to consolidate so that we are not spreading limited resources (1 ESL teacher) too thinly.

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)?

With respect to question #1, the block scheduling allows our 1 ESL teacher to visit the ELL blocks so that all students receive their mandated instructional minutes.

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.

The content is delivered in English. We provide text that is on level to meet the demands of the Common Core Learning Standards. We use a variety of reading-for-meaning strategies that aid in the students in understanding rich and dense text.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Not applicable as we are a freestanding ESL program.

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

ELL Periodic Assessments as well benchmark assessments created by our teachers is how we ensure that ELLs are appropriately evaluated throughout the year.

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. Not applicable, no SIFEs currently.

b. We would plan to give the students their mandated hours as per the CR Part 154 and assign them to a tutoring schedule with frequent check-ins. Extra scaffolding, use of graphic organizers and small group instruction, ordering Regents exam in the native language and providing key text in the native language for reference will be provided as well.

c. The same would be provided as if they were a new comer with the exception of giving the option to refer to a text in the students native tongue. We will encourage the student to ask for native language resources on an as needed basis.

d. Targeted test preparation strategies in pull-outs in preparation for the Regents and the NYSESLAT.

e. Former ELLs will continue to receive services as if they were an advanced ELL to ensure continued language acquisition.

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?

Use of graphic organizers (venn diagram, outlines, KWL charts, etc.) is coupled with content that is on grade level. The recommendations and modifications of the IEP will be consulted regularly.

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?

We ensure that the students are scheduled so that they have what they need. We ensure that a student who is ICT does not end up in a Self Contained class and that a student who is SETSS does not end up in an ICT class.

Courses Taught in Languages Other than English 

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

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

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

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

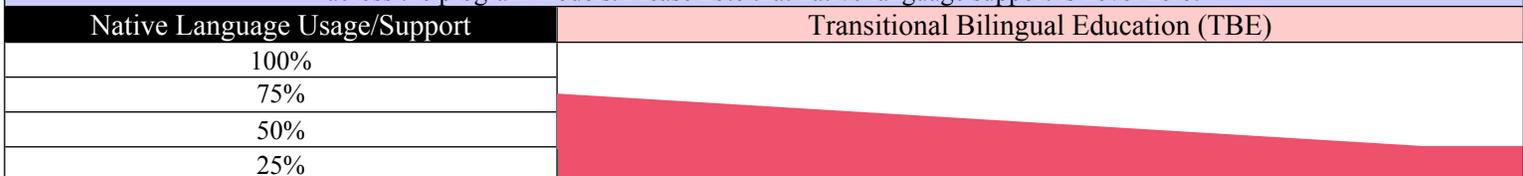
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

Native Language Usage and Supports

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



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

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.
All of the following are provided in the English Language: Mandated tutoring, strategic pull-outs, use of native language glossaries, test modifications
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Many of our students have reached proficiency on the NYSESLAT. Currently the majority of our ELLs are lowerclassmen.
11. What new programs or improvements will be considered for the upcoming school year?
Increased test preparation, increased reading-for-meaning activities, increased professional development for teachers who need to teach content that is on grade level so that an ELL can comprehend the information
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We do not exclude ELLs from any academic or extra-curricular activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
SMART Board (all classes), Castle Learning (all classes), Laptops (all classes), dictionaries (Humanities)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We do not currently provide native language instruction as our ELLs are high functioning
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Based on their individual needs: credits, Regents scores and NYSESLAT results.
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.
Summer reading list, summer bridge program.
18. What language electives are offered to ELLs?
Film elective.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

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. Teachers will be provided with professional development that addressed the needs of ELL students. The Assessment Driven Instruction procedure helps the teachers identify students who are in need of an academic intervention.
 2. Professional Development topics include planning a meaningful lesson where modifications are clearly indicated .
 3. Not applicable.
 4. By the end of year, our teachers will have 7.5 hours of ELL training from the professional development that Mr. Kronen does after his classroom visits. Over the course of a school year, the teachers will have been exposed to best practices and teaching strategies that pertain to our ELLs.

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. All parents are invited to participate in activities that we provide during the year. At Parent Teacher Conferences, we provide several translators to ensure that they can fully access their child's progress. Parents Association meetings, Open Houses and student Orientations have a translator as well.
 2. We are partnered with Ghetto Film School and all parents are invited to attend. A translator is provided by one of their staff members when it is needed.
 3. Our Parent Coordinator makes frequent outreach to assess needs as well as the student advisors.
 4. Parental involvement activities provide the parents with the information they need to support their child's academic future. We do this by sharing how to use our online gradebook and online resources that support academic growth.

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.

N/A

Part VI: LAP Assurances

School Name: The Cinema School

School DBN: 12x478

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Keisha Warner	Principal		11/15/13
Rani Pendharkar	Assistant Principal		11/15/13
Illona Paulino	Parent Coordinator		11/15/13
Quinn Kronen	ESL Teacher		11/15/13
Joanne Schmidt	Parent		11/15/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Katherine Martinez	Guidance Counselor		11/15/13
Rex Bobbish	Network Leader		11/15/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12x478** School Name: **The Cinema School**

Cluster: **1** Network: **101**

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

Part A: Needs Assessment Findings

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

We gather data from ARIS and ATS reports to see the variety of the home languages spoken by our families. The majority are Spanish speaking followed by French, Albanian, and Urdu. Ms. Paulino, our Parent Coordinator translates missives from English to Spanish. Ms. Warner (principal) and Ms. Witdoeck (film teacher) are able to translate documents from English to French. We have relied on translation services for an international transfer when we received a student from Eastern Europe.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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