

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **12X478**

School Name: **THE CINEMA SCHOOL**

Principal: **KEISHA WARNER**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Cinema School School Number (DBN): 12x478
Grades Served: 9, 10, 11, 12
School Address: 1551 East 172 Street Bronx, NY 10472
Phone Number: 718-620-2560 Fax: 718-620-2561
School Contact Person: Alison Beckman Email Address: abeckman@schools.nyc.gov
Principal: Keisha Warner-LoSasso
UFT Chapter Leader: William Linville
Parents' Association President: Janet Ufret
SLT Chairperson: Alison Beckman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Janet Ufret
Student Representative(s): Karla Taveras
Romeo Ortiz

District Information

District: 12 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Rm 820, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: 94xR01 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Keisha Warner-LoSasso	*Principal or Designee	
William Linville	*UFT Chapter Leader or Designee	
Janet Ufret	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Janet Ufret	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Karla Taveras	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Romeo Ortiz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joe Hall/Leo Quintero/Derrick Cameron	Ghetto Film School	
Preya Singh	UFT Member	
Alison Beckman	Assistant Principal	
Glenda Diaz	Member/ Parent	
Alexandra Spears	Member/ Parent	
Tarsha Swindell	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Cinema School is a selective academic high school in partnership with Ghetto Film School that prepares students for college through a liberal arts education grounded in filmmaking. Our curriculum develops strong conceptual thinkers and the skills they need to accomplish great things .

The Liberal Arts Tradition

The liberal arts tradition emphasizes a broadening of the mind. It centers learning on having wonderful ideas, self-actualization and empowerment. This tradition also emphasizes the importance of being well-rounded, of being exposed to many ideas and being able to engage in critical discussion and action. The Cinema School offers a rigorous college preparatory curriculum with four-year sequences in Math, Science, Social Studies, English and Film. All Cinema School students take the courses they need to be eligible for an Advanced regents diploma in preparation for the post-secondary academic setting.

Learning Through the Lens of the Filmmaker

We also believe that filmmaking develops a distinct way of seeing and understanding the world—a set of intellectual dispositions, or habits of mind—that enable thoughtful and intelligent action. These dispositions inform the questions we ask and frame the way we approach problems.

Our Partnership

Our school's partner organization, The Ghetto Film School (GFS), is a prestigious award winning community-based organization located in the South Bronx. GFS provides our students with real world professional experiences and programs that will prepare students for success, not only in the film industry, but in any professional career path.

The Film program at our school is also the model academic department. In essence, it is a laboratory in which pedagogical best practices such as implementing differentiation, cooperative/collaborative learning, and where higher order questioning takes place.

Our school is working on how to push rigor across all departments. In the spring of 2014 a school-wide definition of rigor was established. This common language is how we discuss ways to challenge our students cognitively. Our students have a history of academic success (passing all classes, very good or excellent attendance and punctuality) but we have noticed that college readiness indicators are in need of improvement. We are examining how to design rigorous instruction. In the fall of the previous school year, teachers received a copy of The Understanding by Design Guide to Creating High-Quality Units. This year, there are monthly PDs led by the administration to support the teachers in unit planning, lesson planning and planning rigorous activities within the units and lesson plans. Professional development is guided by research-based resources. The following books are being added to the school's professional development resources as we deepen the work of boosting student achievement in our department teams: The Core Six: Essential Strategies for Achieving Excellence with the Common Core, Focus: Elevating the Essentials to Radically Improve Student Learning and Grading Smarter Not Harder: Assessment Strategies That Motivate and Help Them Learn.

12X478 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	344	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				6
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	N/A	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	70.6%	% Attendance Rate		90.3%
% Free Lunch	72.3%	% Reduced Lunch		8.2%
% Limited English Proficient	3.1%	% Students with Disabilities		6.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		26.4%
% Hispanic or Latino	65.1%	% Asian or Native Hawaiian/Pacific Islander		2.2%
% White	4.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.59
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	75.0%	Mathematics Performance at levels 3 & 4		69.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	97.4%	% of 2nd year students who earned 10+ credits		97.6%
% of 3rd year students who earned 10+ credits	96.9%	4 Year Graduation Rate		89.7%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Needs:

- More consistency in rigorous activity during the student activity/practice portion of a lesson
- Further alignment of Common Core skills across grade levels that appropriately ramps up rigor
- Further alignment of Common Core skills across disciplines that appropriately ramps up rigor
- Concretized core curriculum (books/novels/readings, extended writing assignments, lab experiments)

Strengths:

- All teachers are members of a department team; department leaders articulated a professional development plan at the beginning of the school year toward the aforementioned areas of need.
- All teachers are members of a grade team; a guidance counselors provide support to look at data that supports students’ progress toward meeting graduation requirements

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 26th 2016 all academic departments of The Cinema School will create articulated criteria that will be used as a basis to establish grade appropriate rigor. (universal rubric or articulated trajectory of skills)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Academic Department Meetings	Students of specific subjects	9/9/15 to 6/26/16	The four department leaders who are directly supported by the principal
Accreditation Committee	Seniors in Danger of not graduating on time	5/2016 to 6/26/16	Assistant Principal, Alison Beckman who supervises the guidance department
Progress Report Mailings	9/2/14 to 6/26/14	9/9/15 to 6/26/1	
Celebrating student work on a rolling basis	Students who demonstrate exemplary work	10/1/15 to 6/26/16	Assistant Principal , Rani Pendharkar

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • After-school planning • June retreat immediately following the conclusion of the school year • Textbooks that have been vetted by members of departments 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Midpoint: February 2, 2016 review of progress toward goal in a Department Leader meeting. During this meeting a list of what has been accomplished and what remains to be completed will be made. Timeframes will be attached to the outstanding actionable steps.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Needs:

- Making sure students are aware of their strengths and weaknesses
- Having students set a SMART goals for how they will address their area(s) if academic growth

Strengths:

- All teachers engage in the inquiry cycle and present to members of their departments in a round of three cycles with what we call Assessment Driven Instruction (ADI).
- Instruction becomes tailored to what the students are showing as a common weakness in (eg. analysis of citations, supporting theses, writing a comprehensive conclusion after a science experiment.)
- The trends show all students who struggle with attention being paid to which students are English Language Learners and Students with Disabilities.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 26th 2016, 100% of Cinema School teachers will have presented their Assessment Driven Instruction 2 or 3 times and show that at least 85% have become proficient in the targeted skill.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Department Meetings during the 80 minute professional development block</p>	<p>Members of the academic department specific to their discipline</p>	<p>9/9/15 to 6/26/16</p>	<p>Department leaders</p>
<p>Development of instructional tools to assist struggling students, English Language Learners and Students with Disabilities</p>	<p>Students who have not met proficiency</p>	<p>9/9/15 to 6/26/16</p>	<p>Individual teachers who are monitoring the lagging skill</p>
<p>Use of Parent Engagement time to meet with parents of at-risk students</p>	<p>Academically at-risk students</p>	<p>9/9/15 to 6/26/16</p>	<p>Staff member who initiated and organized the meeting.</p>
<p>Social-emotional support through social work interns from Columbia University School of Social Work</p>	<p>Students in need of emotional support to boost academics</p>	<p>10/01/15 to 05/30/16</p>	<p>Alison Beckman, Assistant Principal and LCSW</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Per Session • Professional Development • Counseling Services 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Midpoint: By February 9th, 2015 teacher teachers will review their students' progress toward mastery of the targeted skill based on the instructional supports and interventions. An action plan will be put in place for students who have not reached a minimum of proficiency in the lagging skill.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Needs:

- Opportunities to collaborate where student achievement is the focal point of discussion that result in the creation action plans.

Strengths:

- Department Leaders create a professional development plan for the year.
- Collaboration on curriculum that will improve college readiness skills (QR)
- In need of support to utilize data from the PSAT results to improve our college readiness (QR)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the June 26th, 2016 a minimum of 75% of the teaching staff will have participated in voluntary professional development (attended, planned or facilitated) that supports rigorous instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Summary of Assessment and Skills (SOAS) workshop facilitated by College Board</p>	<p>Academic Departments and Guidance Department</p>	<p>2/2/2016 to 6/26/2016</p>	<p>Department Leaders and Rani Pendharkar, Assistant Principal of Academic Departments</p>
<p>Analysis of common lagging skills</p>	<p>10th and 11th grade families</p>	<p>9/2/15 to 6/26/16</p>	<p>Guidance Counselors, Katherine Martinez and Peter Moore</p>
<p>Communication to parents to explain our college readiness program which includes the trajectory of the courses students are taking as well as how to read the results of the PSAT</p>	<p>10th and 11th grade families</p>	<p>9/2/15 to 6/26/16</p>	<p>Guidance Counselors, Katherine Martinez and Peter Moore</p>
<p>Safe space for gap analysis of curriculum in order to implement instructional changes to the curriculum</p>	<p>Grades 9, 10, and 11</p>	<p>2/2/16 to 6/26/16</p>	<p>Department Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>School-wide messaging, school web page, Parent Coordinator communications, SAT preparation courses</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>Midpoint: April 1st 2016 review of progress toward the goal of keeping parents informed and providing a school-based option for SAT preparation for juniors who will sit for the June administration.</u></p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Needs:

- Effective management that makes the school run smoothly (Learning Environment Survey)

Strengths:

- Delegation of Leadership by establishing department leaders as a professional duty
- Meeting with department leaders for input and implementation of professional development

Professional Development on creating rigorous student activity that encourages autonomy (student ownership)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 26th 2016, 75% of the teaching staff will have an overall Measures of Teacher Practice (MOTP) score of 2.75 or above in components 3b and 3c of the Danielson rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Multiple offerings of PD after school to support teachers in the 3 Domain of the Danielson rubric	All pedagogues	11/2/15 to 6/26/16	Principal Warner and Assistant Principal Pendharkar
Multiple offerings of PD led by the Special Education teacher for the entire staff about how to support diverse learners	All pedagogues	11/2/15 to 6/26/15	Jessica Madalon
Syllabi for all courses will be uploaded to the school's website	Parents of Teachers' students	9/9/15 to 6/26/15	Parent Coordinator
Above and Beyond award that is rotated among the teachers to highlight practice that is exemplary	Exemplified teacher	9/9/15 to 6/26/16	Principal Warner

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>School Messenger, Jupiter Ed, Per Session, Common Core Library</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Midpoint: February 2, 2016 review of Advance ratings to date to determine professional development needs.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Needs:

- Effective communication was lacking as per feedback from parents
- Various school initiatives (programs, college preparation, college tours) were unknown to many of our parents

Strengths:

- Information now gets sent to families in various simultaneous ways: JupiterEd email blasts, digital backpacks on the website, school messenger and paper missive sent home with the students

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 26th 2016, a minimum of 33% (representing a critical mass) of parents will complete the school’s Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Procedure for establishing effective communication to families</p>	<p>All Families</p>	<p>9/9/15 to 6/26/16</p>	<p>Parent Coordinator, Paulette Monforte</p>
<p>Communications are always provided in English and Spanish</p>	<p>Families with Spanish as a home language</p>	<p>9/9/15 to 6/26/16</p>	<p>Parent Coordinator, Paulette Monforte</p>
<p>Multiple communications in multiple languages</p>	<p>Spanish speaking homes</p>	<p>9/9/15 to 6/26/16</p>	<p>Parent Coordinator, Paulette Monforte</p>
<p>Parent Offerings will include College Night, FAFSA Night, Parental Support Groups, Double-Feature Movie Night</p>	<p>All Families</p>	<p>9/9/15 to 6/26/16</p>	<p>Alison Beckman, Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Parent Volunteers, FACE resources for parent engagement, college representatives, Jupiter Ed, School Messenger, School website</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>Midpoint of the school year February. Parent Coordinator will work with the PA executive board to create an incentive for parents to complete the surveys.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Marking period course failures Course credit deficits Regents examination failures Grade level graduation requirements IEP (if applicable)	After-school tutoring and Saturday School for enhances academic achievement and Regents examination preparation Acellus online course for electronic credit completion Courses offered as “audit” opportunities for non-credit bearing Regents examination preparation	Small group tutoring Individual Support Classroom instruction	After-school Saturday School During the course of the school day
Mathematics	Marking period course failures Course credit deficits Regents examination failures Grade level graduation requirements IEP (if applicable)	After-school tutoring and Saturday School for enhances academic achievement and Regents examination preparation Acellus for electronic credit completion Courses offered as “audit” opportunities for non-credit bearing Regents examination preparation	Small group tutoring Individual Support Classroom instruction	After-school Saturday School During the course of the school day
Science	Marking period course failures Course credit deficits	After-school tutoring and Saturday School for enhances academic	Small group tutoring Individual Support	After-school Saturday School

	<p>Regents examination failures</p> <p>Grade level graduation requirements</p> <p>Laboratory hours</p> <p>IEP (if applicable)</p>	<p>achievement and Regents examination preparation</p> <p>Acellus for electronic credit completion</p> <p>Courses offered as “audit” opportunities for non-credit bearing Regents examination preparation</p>	<p>Classroom instruction</p>	<p>During the course of the school day</p>
Social Studies	<p>Marking period course failures</p> <p>Course credit deficits</p> <p>Regents examination failures</p> <p>Grade level graduation requirements</p> <p>IEP (if applicable)</p>	<p>After-school tutoring and Saturday School for enhances academic achievement and Regents examination preparation</p> <p>Accellus for electronic credit completion</p> <p>Courses offered as “audit” opportunities for non-credit bearing Regents examination preparation</p>	<p>Small group tutoring</p> <p>Individual Support</p> <p>Classroom instruction</p>	<p>After-school</p> <p>Saturday School</p> <p>During the course of the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Comprehensive review of report cards and academic transcripts</p> <p>Review of IEP</p> <p>Student self-assessment through Advisory school-wide comprehensive counseling program</p>	<p>Programming modifications and adjustments based upon individual student needs</p> <p>Instructional goals to guide academic progress</p>	<p>Instructional and administrative support</p> <p>Guidance counselor support</p> <p>Columbia University School of Social work intern support (four interns in total)</p>	<p>Advisory periods</p> <p>Mandated counseling (if applicable)</p> <p>Individual and group counseling; psycho educational classroom push-in</p> <p>Monthly guidance presentations</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. 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.
All teachers of The Cinema School are highly qualified. To aid in retention, the mission, vision and school values are the focal points of the interview process. Teachers are provided with built-in supports which are collaborative teacher teams on a department and grade level.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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). The lagging skill that is being tracked for mastery is a Common Core aligned skill. 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.
Additionally, 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
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Part 4: SWP Schools Only

4a. 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.).

4b. 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.
A MOSL committee was formed in the later summer to discuss range of assessment options. Teachers participated in a discussion among their peers within the same discipline to determine the most appropriate assessment. The feedback was then shared with the MOSL committee. Within department teams, teachers reviewed the results of the assessment and adjusted instruction to support the areas of weakness revealed by the baseline assessment.
Additionally, 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	239,903	x	
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,888,808	x	

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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 the school. The Cinema 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 the school and the families. The 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 the school community. The Cinema 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC)

The Cinema 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

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 ENL teacher, and one parent.

Principal Keisha Warner-LoSasso	Assistant Principal Rani Pendharkar
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Quinn Kronen	School Counselor Peter Moore
Teacher/Subject Area N/A	Parent Janet Ufret
Teacher/Subject Area N/A	Parent Coordinator Paulette Monforte
Related-Service Provider Jessica Madalon	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Elaine Lindsey	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	320	Total number of ELLs	12	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	6

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3			3	2		6		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										7	5	1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										3				0
Emerging (Low Intermediate)											2			0
Transitioning (High Intermediate)														0
Expanding (Advanced)										2	4	1		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	0	0	0	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1			
Integrated Algebra/CC Algebra	6	1		
Geometry/CC Algebra	2			
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	2			
Living Environment	8	1		
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	4			
Geography	0			
US History and Government	1			
LOTE	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Teachers at The Cinema School use teacher created assessments at the beginning of the year to assess early literacy skills of our ELLs. This method is what all teachers participate in throughout a cycle that is called Assessment Driven Instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
What is revealed by the data patterns across performance levels is that the students need constant support with access to literacy in order to support their ability to understand content across the four major disciplines.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The Cinema School uses the AMAO tool to run customized reports to ensure that we are supporting our ELLs in their progress toward graduation. Our data reveals, that even though we have a small overall population of ELLs, the majority of them have been receiving services for more than seven years. We do not have any seniors among our group but we have a junior who is deficient in a required Regents examination. While the junior student is the greatest priority in terms of proximity toward graduation, the data reveals that all of our students need targeted support in order to meet graduation requirements.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - For our ENL program, the pattern across the grades is that our students struggle with breaking down sophisticated language that is associated with non-fiction/informational text. All of our ELLs take their exams in English. This year we will be offering home language tests to our newcomers.
 - We are currently using our in-house method of period assessment as described in question #1.
 - Teachers are making instructional decisions to support ELLs by way of differentiation. As we only have an ENL program, the content is delivered in English. In addition, every effort is made to incorporate the students' Native Language skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
We make sure that a child's language development in English is reflected in the instruction the child receives. A thorough review of unit plans allow the teacher to assess where understanding may break down for the ELL so that a support can be put in place (ie. graphic organizer, dictionary of L1, etc.)
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ENL program based on their ability for students to demonstrate movement on the trajectory of the NYSESLAT Performance Level Descriptions so that there is constant movement toward the Commanding designation. This success is assessed based on the Targets of Measurement.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The English Language Learner (ELL) Identification Process at The Cinema School is as follows: (1) the administration of the Home Language Identification Survey (HLIS) by pedagogue Quinn Kronen, which includes an informal oral interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners , (3) the administration of the NYSITELL by pedagogue Quinn Kronen, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

It is the school's responsibility to determine the enrollment status category to which the student belongs. This process will be completed within 10 days. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred language.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE Identification Process is as follows: 1. Administer the oral interview questionnaire 2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we would administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status will be indicated in the BNDC screen on ATS. The school will have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team which will consist of Rani Pendharkar (Assistant Principal), Quinn Kronen (ENL teacher), Jessica Madalon (Special Education Department Chair) and the student's parent. If the parent requires an interpreter, one will be provided at each meeting. The LPT will determine whether the student should take the NYSITELL. The LPT will consider evidence of the student's history of language use, results from the evaluation in accordance with procedures in CR Part 200.4(b), information provided by the Committee on Special Education.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
We will print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment to remain in compliance. Within 5 school days of ELL determination, the Parent Coordinator will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language).

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
When parents express that they would like to appeal their child's ELL status, they will be informed of the re-identification process which must occur within 45 days. They will be instructed to write a written request for unless the student is 18, in which case the student would be able to write the consent. A teacher is also able to put this request into writing as long as the parent/guardian consents to it.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Because parents determine the ELL program they want their child to receive the following structures have been put in place to ensure that the parents understand all three program choices. We will invite the parents into one of our administrative offices or the principal's conference room where the parents will view the parent orientation video that explains the three language program options. ENL teacher, Quinn Kronen, will be present. During the orientation we will provide information on the Common Core Learning Standards, and assessments necessary for graduation. The orientation will be in a language or mode of communication that the parent or guardian best understands. We will contact the Translation and Interpretation Unit if the parent and/or student requires an interpreter. The parent will receive a program selection form. If the form is not returned, the entry on th ELPC screen will default to a bilingual program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The parent will receive the Parent Survey and Program Selection form in English and in their home language. Due to the short window of 5 days to complete and turn in the Parent Survey and Program Selction form, the Parent Coordinator will make daily outreach to parents to ensure it is returned in a timely manner. The Parent Coordinator will submit the surveys to Assistant Principal Rani Pendharkar who will enter the parent selection on the ELPC screen in ATS. If the parent ultimately does not return the form, a bilingual program will be entered as a default.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent Coordinator will keep a file for each family and she is the person who is designated to collect the completed forms. There will be daily outreach in the parent's home language until the five day window has passed. All forms, whether or not they were completed on time, will be filed.
9. Describe how your school ensures that placement parent notification letters are distributed.
When the student's program has been determined, the parents will receive a placement letter in the parents' preferred language. The student will receive a copy and an additional copy will be mailed home. The parent coordinator will communicate to the parents to get the letter from their child with an understanding that one was also sent in the mail as a precaution.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A central file is kept in the main office and is maintained by the Parent Coordinator. Each student will have their own manila envelope containing documentation of the process. Copies of the parent notification letter will be kept in the central file located in the main office.
11. 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 RLER and RLAT reports on ATS will be printed out to ensure all students who are eligible for the NYSESLAT test during the period of administration. ENL teacher, Quinn Kronen, will collaborate with the Parent Coordinator to send a parent letter home indicating the dates of the NYSESLAT administration in the parent's preferred language. Assistant Principal Rani Pendharkar will work with ENL teacher Quinn Kronen to look at the student schedules to block out time for when the NYSESLAT test will be administered in accordance with the testing instructions. A student who is absent on the day of administration will be scheduled for a make-up day so that all parts of the examination are complete.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After the results of the NYSESLAT come in, Assistant Principal Rani Pendharkar tasks the Parent Coordinator to send out a Continued Entitlement Letter in the parents preferred language to students who continue to be entitled to ELL services based on their NYSESLAT scores. These letters will be be sent to parents before the beginning of the school year but no later than September 15 of the upcoming school year in which the student continues to be entitled.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

100% of our parents have chosen the Freestanding ENL program therefore the program model offered at my school aligns with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
All ELLs are scheduled in heterogenous cohorts on the same grade level. Integrated ENL services are delivered by Quinn Kronen. According to the proficiency level, the students receive instruction that is a combination of stand-alone instruction and integrated ENL.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ENL instructional minutes are delivered as per the student's English Proficiency Level. Entering levels will receive 3 units of study per week totaling 540 minutes; Emerging students will receive 2 units per week totaling 360 minutes; Transitioning students will receive 1 unit of study per week totaling 180 minutes; Expanding students will receive 1 unit of study per week totaling 180 minutes.
3. Describe how core content is delivered in each program model. 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.
Core content is delivered in English. For the stand-alone, students are provided with language acquisition tools that can be used across the disciplines. The students have a copy of Getting Ready for NYSESLAT 9-12 which is a resource to help prepare them for the NYSESLAT. For the Integrated ENL, students are provided with content-specific vocabulary acquisition tools. Sheltered English is the method being used to ensure that the students have access to Common Core aligned content while supporting language acquisition.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students who are eligible to take the Spanish LAB will have the opportunity to do so in order to have their home language evaluated throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Reading and Writing is assessed through content area teacher's baseline diagnostics. Speaking and Listening are assessed through student presentations that take place in content area classes. The students will be assessments are done 3 times a year and ENL teacher Quinn program has begun creating a uniform diagnostic that is aligned to the NYSESLAT.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. SIFES will receive support to bring them up to grade level. Content will be differentiated that the students can achieve the learning objectives.
 - b. Newcomers will receive the mandated minutes of service from an ENL teacher as well as translated content in their home language as a reference tool. These students will take Regents examinations in their home language.
 - c. Developing students will receive support with differentiated texts and resources in English to reference in their content area

Chart

classes. These students will receive extended time for exams.

d. Long Term ELLs will receive continued support in accessing the English Language at their grade level with the

e. Former ELLs up to two years of exiting ELL status will continue to receive services for an additional two years. These students will receive extended time for exams.

- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

The principal will review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal will consult with the ENL teacher, the student’s parent, and the student. Afterwards, the principal will determine, based on the recommendation of aforementioned stakeholders and in consultation with the parent/guardian whether she believes that the student may have been adversely affected by the determination. If the student has been adversely affected the principal will ensure additional support services for the student.

- 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?

The teachers use the ICT teaching models and universal design with respect to how they administer their curriculum. Graphic organizers such as (guided notes, venn diagrams, t-charts, outlines). The content, process and product as indicated in the curriculum are grade and age appropriate. The schools ensures ELL-SWDs receive the services that pertain to their language proficiency level as well as the mandates of their IEP.

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

We flexibly schedule the students to ensure that mandates of their IEPs are met. At each annual, there will be a review of the IEP services to ensure they are consistently progressing in a least restrictive environment and so that they are always integrated with non-disabled peers. The criteria used to place ELL-SWDs in ICT is according to the recommendation of the IEP team.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

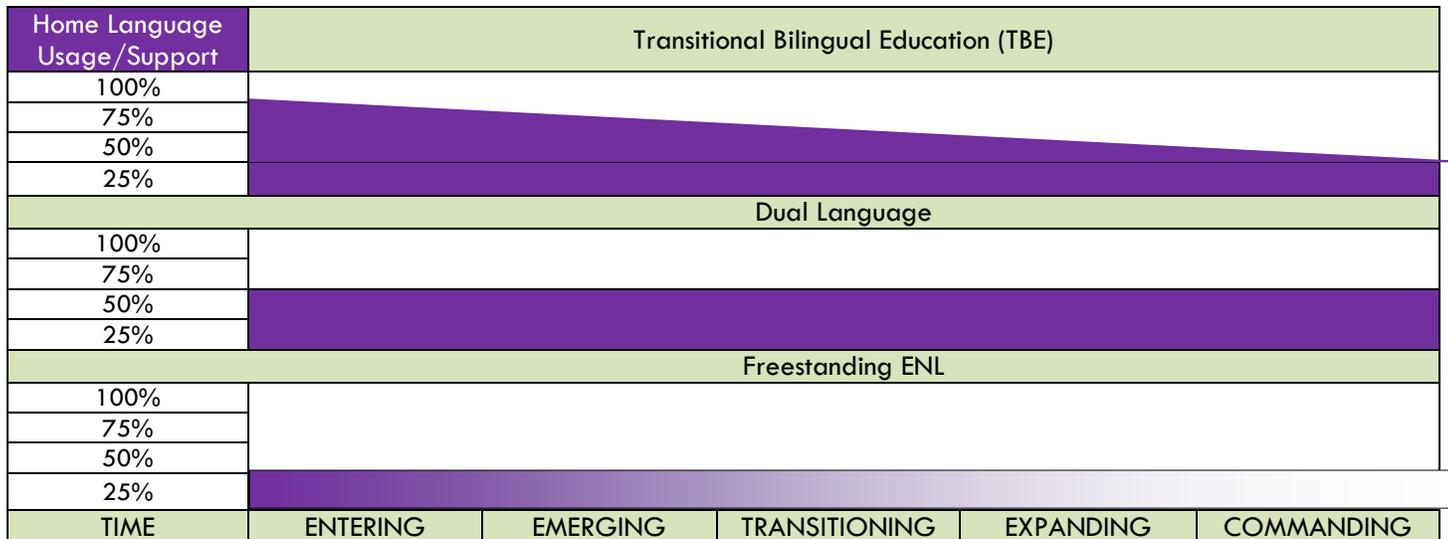


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Word banks are made available so that domain specific language is provided. In Mathematics interventions are centered around translating mathematical language (decoding what the math problem is asking them to do and identify the sequence of steps needed to solve the math problem). In Science, student interventions are centered around cause and effect relationships and drawing conclusions. In Social Studies, student interventions are centered around chunking information from informational text and interpreting visuals (maps and political cartoons). In English, reading and writing interventions are centered around graphic organizers and looking at context clues. These interventions are geared to meet the linguistic demands of each content area across all four modalities. All targeted interventions will be conducted in the English Language and will include the following: small group instruction, ENL teacher push-ins, teacher & student SMART goals to ensure students are progressing toward mastery, after-school tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

A concerted effort has to be made to ensure the students are receiving the ENL units of study in a way that supports their overall academic progress in ELA, Math, Social Studies and Math. ENL teacher Quinn Kronen collaborates with content area teachers of the students he services and explains how he will assist the student throughout the year. In each class ENL teacher will assess the Targets of Measurement in the periodic assessments administered by the content area teacher. The effectiveness of our ENL program for our ELLs is measured in the ability to accumulate the appropriate number of credits that will keep them on grade level.
12. What new programs or improvements will be considered for the upcoming school year?

Improvements that will be considered for the upcoming year is increasing the instructional capacity with respect to designing instruction that takes into account ELL-specific needs. So far, ENL teacher Quinn Kronen, has taken the lead on offering professional development for the whole staff.
13. What programs/services for ELLs will be discontinued and why?

There are no programs that we will discontinue.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Students are afforded equal access in that they are not academically tracked, they are scheduled for classes of progressive rigor, they are never denied the opportunity to take higher level courses like AP classes and advanced maths and sciences. After-school supplemental services are provided within our academic tutoring structures. Our ELLs are represented in all of academic and recreational structures of the school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ELLs have access to SMART board in every classroom which allows them to see a visual representation of the teacher's instruction; English-Spanish dictionaries are made available and the Getting Ready for the NYSESLAT workbook is provided for the students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The home language is not used in our ENL program however it supported in supplemental material such as graphic organizers and home language/English dictionaries; it also supported in linking cultural connections to the English content.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Curriculum goes through a quality control process in which the administrators of the building ensure that the students are receiving instruction that is Common Core aligned as per the grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We invite all students to come in prior to the school's opening so that parents of new and returning students can pick up their programs and meet with the Parent Coordinator, Guidance Counselors and school administrators if there are any questions or concerns.
19. What language electives are offered to ELLs?

French is offered to ELLs.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Teachers will be made aware of the ELLs that they teach and they will be introduced to the AMAO tool to get a better academic profile of the student. Assistant principals, guidance counselors, paraprofessionals, school psychologists, teachers and secretaries will have ongoing professional develop to support the teacher in how to adress language acqusition issues for the duration of the school year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
In-house professional development will be offered to the teachers of ELLs and will be facilitated by ENL teacher Quinn Kronen. He will model teaching strategies that are transferable across the content. For example he will show teachers how to use TOMS when planning instruction, connecting TOMS to the Performance Level Descriptors and in methods of ensuring our ELLs are progressing in how they engage with Common Core aligned activities.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As our students transition from middle to high school, the students are supported in their organizational skills, note taking skills, annotating skills, and study habits. The parent coordinator reaches out to parents during the summer months to describe their child's academic program.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
50% of the professional development hours will be devoted to learning about supporting ELLs. 15% of the professional development hours will be devoted to supports for ELLs of non ENL teachers; sometimes this will be incorporated into a PD session and other times the PD will be entirely devoted to ELL PD. Our ENL teacher will benefit from the 15% offered to non ENL teachers and he will also benefit from city-wide professional development and direct one-on-one PD with Assistant Principal Rani Pendharkar or Principal Keisha Warner.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school will host meetings during Other Professional duties time or at a time that is convenient for the parents to come in. There will be a designee to take attendance and record minutes of the meeting. There will also be someone present who can communicate with the parent in their home language. Records of the annual meetings will be kept on file in Principal Warner's office.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement will be ensured by communicating upcoming events and meetings in their home language. To help foster parent involvement, we will be hosting Spanish language events or events in which the information can be translated into Spanish.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Not at the moment however the Parent Coordinator is exploring options.
5. How do you evaluate the needs of the parents? We evaluate the parent needs by listening to the concerns they have. The parent coordinator works closely with the Parent Association president to support the efforts to get more parent participation. Currently, the parent coordinator is working to implement surveys so that parent involvement outreach is targeted and meaningful to our families. Given the sizeable population of Spanish speakers, the Parent Coordinator is a resource for translating at parent events.
6. How do your parental involvement activities address the needs of the parents? The Parent Coordinator is working with the Parent Association president to revamp the repertoire of offerings. We will host college preparedness, college night, supporting adolescent this year.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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: <u>The Cinema School</u>		School DBN: <u>12x478</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Keisha Warner-LoSasso	Principal		
Rani Pendharkar	Assistant Principal		
Paulette Monforte	Parent Coordinator		
Quinn Kronen/ENL	ENL/Bilingual Teacher		
Janet Ufret	Parent		
Jessica Madalon/Special Ed	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Peter Moore	School Counselor		
Elaine Lindsey	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12x478** School Name: **The Cinema School**
Superintendent: **Elaine Lindsey**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Home Language Survey plays a significant role in determining the language preference of our family communities with respect to written and oral communication. The correct home language will be indicate on the BLANK screen in ATS, we will indicate on the Blue Emergency card the language that indicates the home language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English - written and oral
Spanish - written and oral

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Curriculum Night
Parent Teacher Conference
College Night
Parent Association Meetings
Invitations to the June Awards Night & Screening

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night
Parent Teacher Conferences
IEP Meetings
Parent Association
College Night

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Based on the language preference selected by the families, oral and written communication will be in the preferred language. For those families where Spanish is the preferred language, administrative staff members are able to translate. For families where the home language is not Spanish, we will use the Language Identification poster and communicate with the translation unit to relay information to the family.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If the language in question is Spanish, we have several administrative staff member who can communicate in person. If the language is other than Spanish, we will utilize over-the-phone interpreters via the Translation and Intepretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

There will be professional development provided for teacher prior to the first Parent-Teacher Conference to explain the existence of interpretation services offered by the DOE and to provide teachers with Language ID cards when they are encountering parents.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents who need language assistance will receive a Bill of Parent Rights and Responsibilities in their home language. We will post a of all the available for translation in a prominent location. The Sfaety Plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will survey parents to see if they are satisfied with the quality and availability of our communications.