



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

MANHATTAN THEATRE LAB HIGH SCHOOL

DBN: 03M283

PRINCIPAL: EVELYN COLLINS EMAIL: ECOLLIN5@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMEKA MATHISON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|-------------------------------------|--|-----------|
| Evelyn Collins | *Principal or Designee | |
| Guido Proano | *UFT Chapter Leader or Designee | |
| Colleen Jones | *PA/PTA President or Designated Co-President | |
| Ana Perkins | DC 37 Representative, if applicable | |
| Samantha Samuels Iona Johnson | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Monique Jackson-Dickens | Member/ Teacher | |
| Owen Harkness | Member/ Teacher | |
| Karan Mitchell | Member/ Parent | |
| Michelle Griffith | Member/ Parent | |
| TBD (<i>elections on 12/8/11</i>) | Member/ Parent | |
| TBD (<i>elections on 12/8/11</i>) | Member/Parent | |
| | Member/ | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By August 2013, Manhattan Theatre Lab will increase our graduation rate from 46% to 70%.

Comprehensive needs assessment

- The Student Progress section of the Quality Review reflected a grade of "F" for the graduation rate for our 2007 cohort. The graduate rate was 46%. This low graduation rate will also affect out AYP in 2012 on our NYSED Report Card.
- Our own Inquiry research has shown that there is a direct correlation between students who enter high school with 20 or more absences in middle school having a greater propensity for not graduating in 4 years.
- Our Inquiry Team has gathered data from ARIS, ATS, and HSST that supports the contention that students who enter high school missing 10% of school or more do not accrue credits and do not graduate in four years.

Instructional strategies/activities

- MTL will identify at-risk students based on data identifying the school's lowest third; Regents passing rates (students in grades 9 and 10); attendance reports, and credit accrual (grades 9-11).
- At-Risk Students will be identified early in their academic careers at MTL through a range of data and evidence, such as their incoming state assessments, early teacher assessments (aligned to common core learning standards) and any relevant pre-assessments given at the start of the semester.
- Inquiry research has shown that there is a direct correlation between students who enter high school with 20 or more absences in middle school having a greater propensity for not graduating in 4 years.
- We will identify students who do not earn 10+ credits at the end of any school year because historically we know they are at risk for not graduating in 4 years.
- The continued identification and tracking of our at-risk students will be derived from various Data sources including 8th grade test scores, attendance reports, Regents passing rate, Acuity, as well as monitoring student scholarship reports.
- Assistant Principals will work closely with teachers to ensure curriculum alignment with the NYS Standards and the common core standards in all content areas. The Principal will ensure alignment of the arts.
- Credit Recovery programs will include Aventa Online program and afterschool classes.
- At risk 9th grade students will receive a 90-minute block of math and ELA.
- Social Studies classes will be aligned with theatre classes to create an interdisciplinary approach to enhance understandings of historical themes while also allowing for in-class performance opportunities.
- Teachers will also develop an awareness of various forms of data and aggregate it to discern student performance and its impact on the accrual of credits and .
- Counselors will meet with each student to complete a graduation plan worksheet to ensure that each student is able to understand and articulate what they need and what steps are necessary in order to reach the goal of graduation.
- Counselors will conference with each student in the cohort after each marking period to monitor student progress toward the goal of graduation.
- Students will receive periodic clarification of the grading policy from the teachers and at monthly grade level meetings so that students are always aware of exactly what is needed to earn a passing grade in their courses.
- Small groups of seniors will be assigned to teachers who will be responsible for monitoring their academic progress and the college application process.

- Students who have failed courses required for graduation have been mandated to participate in the credit recovery program.
- Seniors have been mandated to attend after school regents tutorials in any subject that they still require a passing Regents exam grade. The tutorials have been customized to meet the specific needs of the students.
- Mandatory parent meetings will be held after each marking period for at risk seniors to provide parents with information about the student's academic progress.
- Guidance counselors will utilize data from ARIS and HSST to monitor the academic progress of senior and recommend appropriate programming and interventions
- Students not meeting credit and/or Regents requirements for graduation will be mandated to attend summer school.

Strategies to increase parental involvement

- Conferences for Parents of at-risk students will be held quarterly to inform and advise next steps.
- Outside agencies will be identified to assist parents with issues related to parenting.
- Workshops will be designed to train parents in early intervention and advise proven strategies for their children.

Strategies for attracting Highly Qualified Teachers (HQT)

1. Teachers will receive professional development related to the creation of project - based assessment in all content areas. Additionally, teachers will receive training in teaching advanced placement classes. Teachers will receive professional development from LSO on interpreting data to inform lesson planning and instruction.
2. Teachers will receive PD from CFN's data and instructional team members in the use of ARIS and Acuity programs and their implications for instruction.
3. Administrators will be trained in the use of ITT and high school data tools to assist with accurate identification of the academic trends and patterns of subgroups.
4. Teachers will receive PD in differentiated instruction and developing engaging lessons from the CFN team and school administrators.
5. Teachers will receive instruction and assistance from school administrators in implementing the school-wide grading policy.
6. Teachers will be trained by school administrators on how to most effectively use the revision/make-up work time.

Service and program coordination

- The nutrition program will provide snacks for our afterschool program thus encouraging students to remain afterschool and participate in the programs.

Budget and resources alignment

- FSF will be allocated for per session activities for tutoring and afterschool credit recovery program. FSF will also support the purchase of necessary teacher resources. And, the hiring of an additional math and science teacher for FY 12 will support the actions and strategies described in this action plan.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, Manhattan Theatre Lab will increase credit accumulation for 2nd year students in School's lowest third by 16.9%.

Comprehensive needs assessment

- **Our 2011 Progress Report noted that 53.1% of our 9th graders in the school's lowest third earned 10+ credits.** *By August of 2012, we will improve the percentage of our 2nd year students in the school's lowest third earning 11+ credits from 53.1% to 70% for a total increase of 16.9%.*

Instructional strategies/activities

The 10th grade team in collaboration with the guidance counselor will review data from the previous year to identify under credited students.

1. Under credited students will be enrolled in credit recovery program Administrators will identify students in the school-wide lowest third and distribute this information to teachers so that they may individualize instruction and use grouping strategies to address their academic deficiencies.
2. Teachers will work in collaborative groups, using the inquiry process and within inquiry cycles to plan scaffold and targeted instruction to meet the needs of ELL, special education, and other students who are in the school-wide lowest one-third.
3. Teachers and counselors will meet with each student to assist them in setting academic goals and collaboratively formulate the steps necessary for successful completion of courses.
4. Teachers will use student engagement strategies such as questioning techniques to create and maintain student interest leading to academic achievement.
5. Teachers will use differentiated instructional techniques across all content areas such as group based project learning in order to engage and motivate students.
6. Teachers will fully implement the school-wide grading policy to ensure that student expectations are consistent throughout the entire school.
7. Principal will conduct monthly grade level meetings that will include all students, teachers and counselors for that grade. During these meetings the principal will restate the overall progress towards goals and expectations for that grade. Achievements of students will be recognized to motivate students who may be performing poorly.
8. Principal will meet with teachers individually to review their scholarship report and set incremental goals for each teacher.
9. Implement peer mentoring program to target at-risk students.
10. Mandatory parent meetings will be held at the end of each marking period for the parents of students who pass fewer than 5 classes each marking period.
11. Teachers will provide students with the opportunity to make up or revise work during a uniform school revision period each marking period.
12. Students who are in the lowest one-third will be mandated to receive after school small group tutorials in all core subject areas.
13. Students will work with teachers to recover credits in subjects that students have failed previously.
14. Students who earn less than ten credits during the school year will be mandated to attend summer school.

- Grade team members will be assigned as mentors to monitor at risk under credited students.
- Teachers will utilize a new school wide grading rubric that clearly outlines expectations and rewards students for engaging in behaviors and habits that move them toward meeting standards in their classes.
- All students will receive an orientation in the grading rubric and will use the rubric to conduct periodic self-assessments in each class.
- Special needs students will receive additional support in meeting standards outlined in the rubric through SETSS.
- Conduct periodic class scholarship meetings with all teachers each marking period.

Strategies to increase parental involvement

- Parents will continued to be notified via the School Messenger system of students absences. This is important as students who consistently miss school fail to accrue credits necessary for graduation.
- Workshops will be developed to assist parents with developing strategies to assist their children with homework and test preparation.
- Parents will receive training in accessing the grading system Skedula/Datacation (utilized by all teachers) to track homework assignments and grades.
- Parents will also receive training in accessing ARIS in conjunction will staying abreast of their child's school progress.
- Timely communication with parents will serve to keep them abreast of school events and special programs.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will continue Professional Development, participation on Inquiry Team, and continued internal and external classroom inter-visitation for best practices.

Service and program coordination

N/A

Budget and resources alignment

- The use of FSF to fund the cost of Skedula to monitor homework assignments and grades. Title 1 funding will support the per session cost for teachers working in the afterschool study skills program and credit recovery programs.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, we will accrue an additional eight additional (over 65) scores will be accrued on the January administration of the Integrated Algebra Regents for the 2008 Cohort. This will represent an 15% increase.

Comprehensive needs assessment

- The 2008 Cohort data includes 44 valid scores on the Integrated Algebra Regents. Twenty-six students in the Cohort do not have valid scores. Historically, students who are scheduled for Int. Algebra Regents preparation courses have not completed the course of study and/or have not maintained attendance of 80%. Therefore the students in these courses do not have the skill foundation to participate effectively in preparation courses based on frequently occurring performance indicators on the Int. Algebra. For the 2011-12 year, the course has been revised to support these students with fragmented exposure to the course of study by focusing on direct targeted instruction of strategies for specific problem types.

Instructional strategies/activities

- a) The revised teaching protocol for the Integrated Algebra preparation course reflects a three day cycle of modeling, guided practice and independent practice in the form of a quiz as described by the following: Day 1 Modeling: *Students are provided strategies for each identified type of problem. The solution is modeled using one strategy. The process of identifying the cues in the question, annotating notes by making thought bubbles, writing and labeling pertinent formulas and showing all work is modeled for each problem by the teacher.* Day 2 Guided Practice: *Students use the strategies provided during the modeling to complete new versions of the same problem typed presented on Day 1 for homework. The students are required to identify the cues in the question, annotate their notes by making thought bubbles, write and label pertinent formulas and show all work for each problem using their notes from Day 1 as a guide. In class on Day 2, students are chosen to present their solutions on the board for explanation and critique. The class critiques the student's application of the strategies taught. In class, the students are also asked to evaluate the effectiveness of their notes and to edit their annotations to create a more useful "cheat sheet" to memorize for a quiz on these problem types.* Day 3: *Students use the strategies developed and memorized for each problem type to complete a quiz. The students are required to identify the cues in each question, show formulas and the use of strategies and show all formulas and all work. After the quiz, the students review the answers and evaluate the process of memorization specific to the problem presented on the quiz.*
- b) Two members of the Math Team will engage in collaborative team teaching with their administrator. The resources will be the Integrated Algebra Regents of 2009 – 2011. An archive of lessons and quizzes based on a three-day cycle described above will be created, used, and documented for future reference.
- c) Through the collaborative team teaching, the teachers decide on the target strategies to be taught for each problem type. Additionally, the team administrator will provide modeling and planning support on a weekly basis in support of this work.
- d) The revised teaching protocol for the preparation course will begin in November and continue through the August 2012 administration.

Strategies to increase parental involvement

- Parents will be informed on a three-week cycle as to their child's progress with the three day instructional cycle. This will include information about when and where work can be made up and tutoring/ AIS support can be accessed. As well, families of students who are not progressing and are not accessing tutoring/AIS services afterschool will be invited in for guidance and planning conferences. Families of students who are successful will be provided with incentives/rewards in the form of movie tickets.

Strategies for attracting Highly Qualified Teachers (HQT)

- As described above, CTT will be the model used for this course in that the administrator will be teaching and planning in collaboration with both of the team members. The effectiveness of the lessons and collaboration will be evaluated on a weekly basis by the team during common planning and by the students on a biweekly basis through written reflections and evaluations.

Service and program coordination

- Afterschool snacks will be provided to students who come for continued support in the form of AIS of afterschool tutoring.

Budget and resources alignment

- This preparation course is part of the regular academic day.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Manhattan Theatre Lab HS will meet AYP in Mathematics for the 2008 Cohort by accruing a minimum of 10 additional valid scores with the June and August 2012 Regents administrations.

Comprehensive needs assessment

- (The 2008 Cohort data includes 44 valid scores on the Integrated Algebra Regents. Twenty-six students in the Cohort do not have valid scores. Historically, students who are scheduled for Int. Algebra Regents preparation courses have not completed the course of study and/or have not maintained attendance of 80%. Therefore the students in these courses do not have the skill foundation to participate effectively in preparation courses based on frequently occurring performance indicators on the Int. Algebra. For the 2011-12 year, the course has been revised to support these students with fragmented exposure to the course of study by focusing on direct targeted instruction of strategies for specific problem types.
- With a participation group of minimally 64 (valid scores) and a cohort group of less than 73 we will meet AYP in Mathematics for Cohort 2008.

Instructional strategies/activities

- a) The revised teaching protocol for the Integrated Algebra preparation course reflects a three day cycle of modeling, guided practice and independent practice in the form of a quiz as described by the following: Day 1 Modeling: *Students are provided strategies for each identified type of problem. The solution is modeled using one strategy. The process of identifying the cues in the question, annotating notes by making thought bubbles, writing and labeling pertinent formulas and showing all work is modeled for each problem by the teacher.* Day 2 Guided Practice: *Students use the strategies provided during the modeling to complete new versions of the same problem typed presented on Day 1 for homework. The students are required to identify the cues in the question, annotate their notes by making thought bubbles, write and label pertinent formulas and show all work for each problem using their notes from Day 1 as a guide. In class on Day 2, students are chosen to present their solutions on the board for explanation and critique. The class critiques the student's application of the strategies taught. In class, the students are also asked to evaluate the effectiveness of their notes and to edit their annotations to create a more useful "cheat sheet" to memorize for a quiz on these problem types.* Day 3: *Students use the strategies developed and memorized for each problem type to complete a quiz. The students are required to identify the cues in each question, show formulas and the use of strategies and show all formulas and all work. After the quiz, the students review the answers and evaluate the process of memorization specific to the problem presented on the quiz.*
- b) Two members of the Math Team will engage in collaborative team teaching with their administrator. The resources will be the Integrated Algebra Regents of 2009 – 2011. An archive of lessons and quizzes based on a three-day cycle described above will be created, used, and documented for future reference.
- c) Through the collaborative team teaching, the teachers decide on the target strategies to be taught for each problem type. Additionally, the team administrator will provide modeling and planning support on a weekly basis in support of this work.
- d) The revised teaching protocol for the preparation course will begin in November and continue through the August 2012 administration.

Strategies to increase parental involvement

- (As described in Goal #1.) Additionally, students who are not making progress as of the January 2012 Regents administration, will receive 1) invitations for the MTL 2012 Summer Program and 2) invitations for 5 year graduation planning meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- As described above, CTT will be the model used for this course in that the administrator will be teaching and planning in collaboration with both of the team members. The effectiveness of the lessons and collaboration will be evaluated on a weekly basis by the team during common planning and by the students on a biweekly basis through written reflections and evaluations

Service and program coordination

- Afterschool snacks will be provided to students who come for continued support in the form of AIS of afterschool tutoring.

Budget and resources alignment

- This preparation course is part of the regular academic day.
- Per session will be available from Title 1 funds for all afterschool work.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # Of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 5 | 7 | 0 | 0 | 5 | 5 | 5 | |
| 10 | 0 | 11 | 32 | 48 | 6 | 6 | 6 | |
| 11 | 0 | 15 | 30 | 45 | | | | |
| 12 | 3 | 7 | 10 | 20 | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | <p>For students in with PL 1 and 2 on 8th grade ELA and students at risk of not accruing 11 or more credits as projected by first marking period report cards:</p> <ul style="list-style-type: none"> • Differentiated instructional strategies embedded within ELA classes • One integrated project with ELA and another content to foster students' ability to respond in the four sub-skills of listening, reading, writing and speaking in response to nonfiction content • Periodic Assessment supplemented by monthly customized assessment of the Acuity of specific ELA standards on Tasks 1, 2, 3, and 4 of the ELA Regents • Small group tutoring 90 minutes weekly to support standards diagnosed as areas of need by Acuity testing • Increased use of ELL strategies in content classes to support content literacy • Blocked periods (180 minutes) of revision/organizational/content support in all classes <p>For students not in above subgroup:</p> <ul style="list-style-type: none"> • Participation in Peer Tutoring and Mentoring 90 minutes weekly • Blocked periods (180 minutes) of revision/organizational/content support in all classes |
| Mathematics | <p>For students in with PL 1 and 2 on 8th grade Math and students at risk of not accruing 11 or more credits as projected by first marking period report cards:</p> <ul style="list-style-type: none"> • Differentiated instructional strategies embedded across all Math classes • One integrated project with Math and another content to foster literacy across the content and support Math applications • Periodic Assessment (Acuity) supplemented by monthly customized assessment of the Acuity on specific Math standards on the Algebra Regents; the monthly departmental assessment of specific Math standards on the Geometry and Math B Regents • Small group tutoring 90 minutes weekly to support standards diagnosed as areas of need by Acuity testing • Increased use of ELL strategies in content classes to support content literacy • Blocked periods (180 minutes) of revision/organizational/content support in all classes <p>For students not in above subgroup:</p> <ul style="list-style-type: none"> • Participation in Peer Tutoring and Mentoring 90 minutes weekly • Blocked periods (180 minutes) of revision/organizational/content support in all classes |

| | |
|--|---|
| | |
| Science | <p>For students in with PL 1 and 2 on 8th grade ELA and students at risk of not accruing 11 or more credits as projected by first marking period report cards:</p> <ul style="list-style-type: none"> • Differentiated instructional strategies embedded within Science classes • One integrated project another content to foster students’ science literacy • Monthly assessment of Science standards on the Earth Science and Living Environment Regents • Small group tutoring 90 minutes weekly to support standards diagnosed as areas of need by monthly assessment of Science standards • Increased use of ELL strategies in content classes to support content literacy • Blocked periods (180 minutes) of revision/organizational/content support in all classes <p>For students not in above subgroup:</p> <ul style="list-style-type: none"> • Participation in Peer Tutoring and Mentoring 90 minutes weekly • Blocked periods (180 minutes) of revision/organizational/content support in all classes |
| Social Studies | <p>For students in with PL 1 and 2 on 8th grade ELA and students at risk of not accruing 11 or more credits as projected by first marking period report cards:</p> <ul style="list-style-type: none"> • Differentiated instructional strategies embedded across all Social Studies classes • One integrated project with another content to foster literacy across the content and Social studies methodologies • Monthly assessment of specific Social Studies standards on the Global History and US History Regents • Small group tutoring 90 minutes weekly to support standards diagnosed as areas of need by monthly assessments • Increased use of ELL strategies in content classes to support content literacy • Blocked periods (180 minutes) of revision/organizational/content support in all classes <p>For students not in above subgroup:</p> <ul style="list-style-type: none"> • Participation in Peer Tutoring and Mentoring 90 minutes weekly • Blocked periods (180 minutes) of revision/organizational/content support in all classes |
| At-risk Services provided by the Guidance Counselor | <p>For all students at risk of not accruing 11 or more credits as projected by the first marking period:</p> <ul style="list-style-type: none"> • Individual conferences to discuss deficits in the students’ account of assignments each marking period • Family contact (written and verbal) to discuss deficits in students’ account of assignments • Written notification of mandated tutoring to both families and individual students |

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|---|---|
| | |
| At-risk Services provided by the School Psychologist | Students will be scheduled for meetings with the school psychologist via referrals from teachers , parents, or self-referred. |
| At-risk Services provided by the Social Worker | Students will be referred to the social worker via the guidance counselor. |
| At-risk Health-related Services | Students and parents can make appointments with the health services in school - on an as needed basis. |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 03M283 **School Name:** Manhattan Theatre Lab High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1

Category: Comprehensive

Intervention: School Quality Review (SQR)

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - 26 students did not make progress in math.
 - 25 students did not make progress in ELA.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - The 2008 Cohort data includes 44 valid scores on the Integrated Algebra Regents. Twenty-six students in the Cohort do not have valid scores. Historically, students who are scheduled for Int. Algebra Regents preparation courses have not completed the course of study and/or have not maintained attendance of 80%. Therefore the students in these courses do not have the skill foundation to participate effectively in preparation courses based on frequently occurring performance indicators on the Int. Algebra. For the 2011-12 year, the course has been revised to support these students with fragmented exposure to the course of study by focusing on direct-targeted instruction of strategies for specific problem types.

Instructional strategies/activities

- a) The revised teaching protocol for the Integrated Algebra preparation course reflects a three day cycle of modeling, guided practice and independent practice in the form of a quiz as described by the following: Day 1 Modeling: *Students are provided strategies for each identified type of problem. The solution is modeled using one strategy. The process of identifying the cues in the question, annotating notes by making thought bubbles, writing and labeling pertinent formulas and showing all work is modeled for each problem by the teacher.* Day 2 Guided Practice: *Students use the strategies provided during the modeling to complete new versions of the same problem typed presented on Day 1 for homework. The students are required to identify the cues in the question, annotate their notes by making thought bubbles, write and label pertinent formulas and show all work for each problem using their notes from Day 1 as a guide. In class on Day 2, students are chosen to present their solutions on the board for explanation and critique. The class critiques the student's application of the strategies taught. In class, the students are also asked to evaluate the effectiveness of their notes and to edit their annotations to create a more useful "cheat sheet" to memorize for a quiz on these problem types.* Day 3: *Students use the strategies developed and memorized for each problem type to complete a quiz. The students are required to identify the cues in each question, show formulas and the use of strategies and show all formulas and all work. After the quiz, the students review the answers and evaluate the process of memorization specific to the problem presented on the quiz.*
- b) Two members of the Math Team will engage in collaborative team teaching with their administrator. The resources will be the Integrated Algebra Regents of 2009 – 2011. An archive of lessons and quizzes based on a three-day cycle described above will be created, used, and documented for future reference.

- c) Through the collaborative team teaching, the teachers decide on the target strategies to be taught for each problem type. Additionally, the team administrator will provide modeling and planning support on a weekly basis in support of this work.
 - The revised teaching protocol for the preparation course will begin in November and continue through the August 2012 administration
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - Teachers will receive targeted Professional Development based on deficiencies identified via observations by administrations.
 - After a careful review of lesson plans, teachers will receive PD on writing, scaffolding, and implementing rigorous lesson plans.
 - Teachers will also elect classes that will complement and inform their instructional practices.
 - Teachers will also work with at-risk students after and before school to address their students' skill deficiencies.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Teachers will participate in inter-visitations with 5 different schools on our campus in a concerted effort to view rigorous lessons and identify best practices in the classroom to strengthen their delivery of lessons.
 - Assistant Principal will also model rigorous lessons for teachers.
 - Teachers will also continue their work with our lead teacher 2-3 hours per week.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will receive letters via the mail in English and Spanish denoting the fact that the school did not make AYP in ELA and math for all student groups.

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|--------------------------|--------------------------|
| Cluster Leader/Network Leader William Bonner | District 03 | Borough Manhattan | School Number 283 |
| School Name Manhattan Theatre Lab HS | | | |

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

| | |
|---|--|
| Principal Evelyn Collins | Assistant Principal Lisa Grevenberg |
| Coach type here | Coach type here |
| ESL Teacher Jillian Collins/English | Guidance Counselor Joyce Tonge |
| Teacher/Subject Area Joann Mariani | Parent type here |
| Teacher/Subject Area Monique Jackson-Dickens | Parent Coordinator type here |
| Related Service Provider type here | Other |
| Network Leader William bonner | Other type here |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 0 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 1 |
| Number of content area teachers with bilingual extensions | 1 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 1 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 410 | Total Number of ELLs | 37 | ELLs as share of total student population (%) | 8.26% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

ELL students are identified by the completion of the Home Language Identification Survey, ELL designation in ATS, and International Transcripts submission. The Home Language Identification Survey is administered in the native language as is facilitated by the ELA and ELL Administrator, Ms. L. Grevenberg. The initial language assessment is completed at the informal oral interview. The NYSESLAT is administered each Spring followed by the preliminary administration in the Fall. These scores are then used to correctly place these ELL students in English for ELL's levels 1 through 8. These levels are also used to place students in extended day support services such as small group tutoring for each content area and for ELA Regents preparation.

2. Parents are informed during 9th grade orientation in the Summer, during the formal oral interview, during Family Conferences and by home contact by the ELL/English teacher and Assistant Principal throughout the year.
3. Parents are invited in for the formal oral interview with the Ms. Grevenberg and the surveys are completed in her office on site.
4. The NYSESLAT scores and their level indications are used to place students in one of two the possible ESL program. The beginners and intermediate level students are placed in a 90 minute block of English instruction that supports English content and the other five academic areas per day. The advanced students are placed in a program that supports English content and the other five academic areas for a duration of 45 minutes per day.
5. As we only offer free standing ESL, more than 95% of our entering ELL students have remained at our school and opted for the free standing ESL. Over the last three years we have had less than five students return to the district office for placement in Bilingual or Dual Language Programs.
6. The program models offered at our school are aligned with both parent requests and staffing. As per the more than 95% of parents that have opted to remain, the offerings have not been modified.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t# |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | 17 | 5 | 7 | 8 | 37 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 5 | 7 | 8 | 37 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|----|
| All ELLs | 37 | Newcomers (ELLs receiving service 0-3 years) | 7 | Special Education | 9 |
| SIFE | 1 | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6 years) | 26 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 7 | 0 | 2 | 4 | 0 | 0 | 26 | 0 | 10 | 37 |
| Total | 7 | 0 | 2 | 4 | 0 | 0 | 26 | 0 | 10 | 37 |

Number of ELLs in a TBE program who are in alternate placement: 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 |
| Spanish | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | 0 | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | 0 | | 0 | 0 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 0 | | | | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|
| Spanish | | | | | | | | | | 16 | 3 | 7 | 7 | 33 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | 1 | | | 1 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | 1 | | 1 | 2 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 1 | | | | 1 |
| TOTAL | 0 | 17 | 5 | 7 | 8 | 37 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. For our Free Standing ESL Program, the students receive 180 to 360 minutes per week of Pull out instruction with the ESL teacher.
- b. The groups are homogeneous by Cohort.
2. The language of instruction is English and all students receive ELA instruction with support for content area writing and reading.
3. As described in #2.

A. Programming and Scheduling Information

4. a. We do not have SIFE. b,c,d and e. As per grouping described above.

5. a. For SIFE, those students are supported instructionally with 1) peer mentoring and grouping in academic all academic subjects, 2) afterschool tutoring for Math and ELA, 3) an adult mentor (teacher, AP or counselor) and 4) as the SIFE student may become disengaged socially, the attendance team also discussed the specific attendance patterns of SIFE students in their weekly meetings. b. The instructional plan for New Comers is consistent with that for SIFE students. (New comers are not, however, assigned peer mentors. c & d All ELLs receiving service 4 to 6 years or having completed 6 years of service receive 180 to 360 minutes per week in the self contained modality. These students are provided with differentiated instruction and ELL teaching strategies (through PD of the content area teachers) in their content classes. As well, these students are also scheduled for 9th period Regents Preparation for ELA, Math, Social Studies and Science. Long term ELLs who have not satisfactorily completed the required Regents for commencement are scheduled for Regents preparation courses during the day, where staffing is available. Home language resources are provided for students who speak Spanish. These include digital resources for Math (Pearson for Int. Algebra and HMH for Geometry), study guides, exams and the use of Kaplan Advantage for Regents preparation. Kaplan advantage includes specific components/appendices that address the needs of ELL learners. These also include Kaplan Advantage for Regents prep for the ELA Regents.

7. See #6.

Courses Taught in Languages Other than English ⓘ

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

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

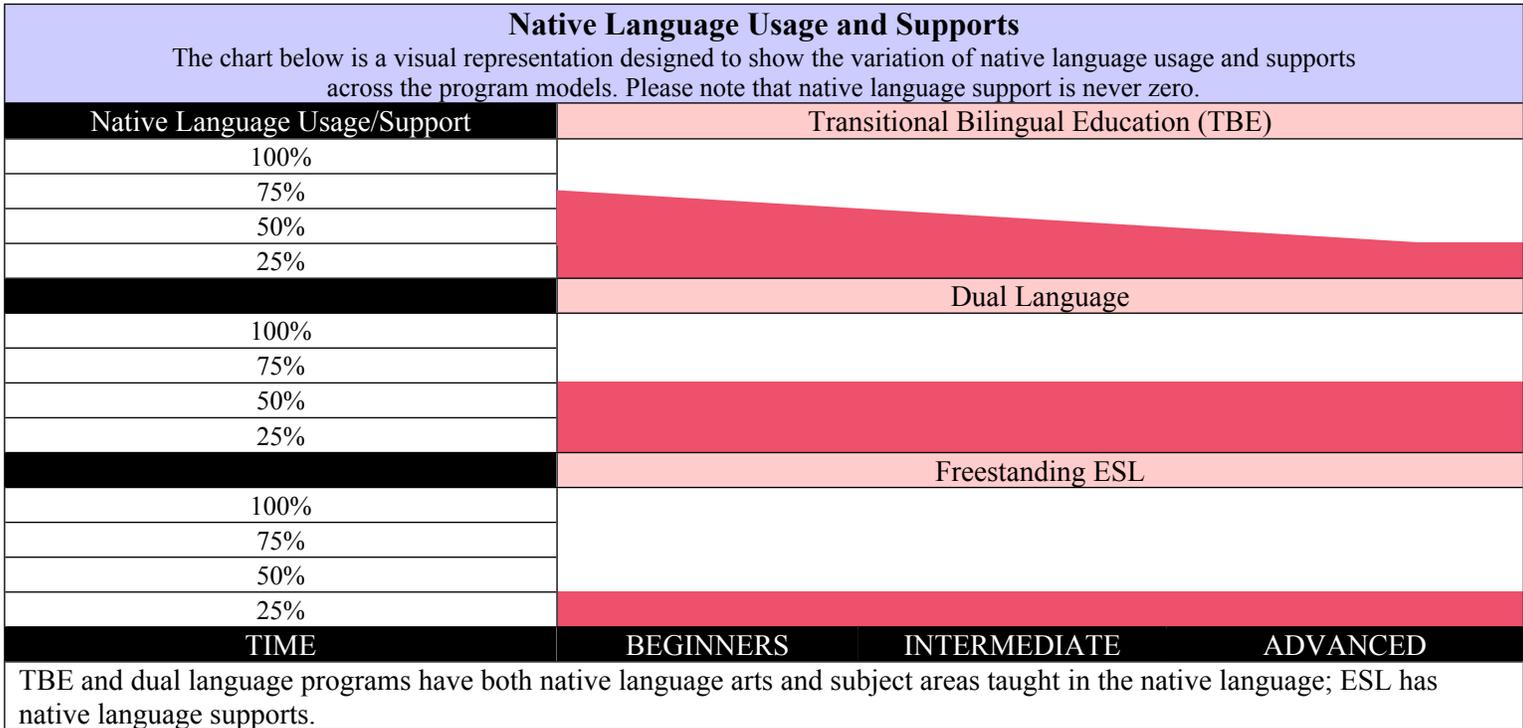
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | 0 | | | |
| Social Studies: | 0 | | | |
| Math: | 0 | | | |
| Science: | 0 | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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

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



B. Programming and Scheduling Information--Continued

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

8) All targeted intervention services for ELLs in the content areas of ELA, Math, Social Studies, and Science will be provided during extended day tutoring through peer mentoring using the sub-skills of speaking (paired reading, discussions, and choral repetition of content vocabulary) to facilitate content literacy. All of these services are provided in English.

9) Students reaching proficiency on the NYSESLAT will be scheduled for courses leading to college readiness (a fourth year of Science and Math). These students also receive Guidance support toward commencement which includes receiving a mentor/advisor for college or after high school planning.

10) The enrollment of ELL students in academic partnerships such as Fordham's Science, Technology and Engineering Programs and our NYU Partnership will be increased by 20% to support after-commencement success.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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9) Students reaching proficiency on the NYSESLAT will be scheduled for courses leading to college readiness (a fourth year of Science and Math). These students also receive Guidance support toward commencement which includes receiving a mentor/advisor for college or after high school planning.

10) The enrollment of ELL students in academic partnerships such as Fordham's Science, Technology and Engineering Programs and our NYU

Partnership will be increased by 20% to support after-commencement success.

11) N/A

12) Described above in 8 - 10.

13) Home language resources are provided for students who speak Spanish. These include digital resources for Math (Pearson for Int. Algebra and HMH for Geometry), study guides, exams and the use of Kaplan Advantage for Regents preparation. Kaplan advantage includes specific components/appendices that address the needs of ELL learners. These also Kaplan Advantage for Regents prep for the ELA Regents.

14) Native language support is provided to students' whose home language is Spanish by scheduling those students for Spanish language courses. As well, independent reading texts are contained in the class library in the ELL classes.

15) The campus psychologists and counselors are bilingual and provide required services in English and Spanish that are appropriate for the 6 high schools.

16) The transition of newly enrolled ELL students to Manhattan Theatre Lab High School from middle school is facilitated by 1) the presence of translators at the August orientation and 2) translated versions of all admissions and scheduling materials.

17) Spanish language is offered as an elective course for all ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All teaching staff receive instruction, modelling and resources on the development of the four modalities of listening, speaking, reading and writing in the content area.
2. As described in #1.
3. All staff receive training in 1) the use of RLAT data to ascertain subskill proficiency in content area classes and 2) the use of choral repetition, context clues, models and guided reading to support content literacy.

E. Parental Involvement

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

1. Parental involvement occurs solely around Family Conferences, Freshman Orientation and Performings Arts Presentations. The families of ELLs are involved in a specific and targeted solicitation for the Formal Oral Interview.
2. Not at this time.
3. Family needs are assessed by, the previous year's Parent Survey, the communication with Department Heads and families regarding scholarship and the ongoing and consistent communication between Guidance Counselors and families regarding commencement.
4. The Parent workshops regarding commencement, scholarship, The National Honors Society are all provided in Spanish and English.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | 4 | 3 | 0 | 3 | 10 |
| Intermediate(I) | | | | | | | | | | 8 | 1 | 5 | 2 | 16 |
| Advanced (A) | | | | | | | | | | 5 | 1 | 2 | 3 | 11 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 5 | 7 | 8 | 37 |

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

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| | A | | | | | | | | | | 5 | 0 | 1 | 0 |
| | P | | | | | | | | | | 0 | 0 | 0 | 2 |
| READING/ WRITING | B | | | | | | | | | | 4 | 7 | 4 | 3 |
| | I | | | | | | | | | | 13 | 0 | 3 | 5 |
| | A | | | | | | | | | | 0 | 0 | 0 | 0 |
| | P | | | | | | | | | | 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 Bilingual Spe Ed | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Comprehensive English | 4 | | | |
| Integrated Algebra | 7 | | 2 | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 2 | | | |
| Living Environment | 4 | | | |
| Physics | | | | |
| Global History and Geography | 9 | | | |
| US History and Government | 7 | | | |
| Foreign Language | | | | |
| Other <u>RCT US</u> | 1 | | | |
| Other <u>RCT Read</u> | 1 | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

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

1. The Department Wide ELA assessments are used to assess the modalities of listening, speaking, reading and writing and to isolate areas of support for ELLs that will be sitting for the ELA Regents. The ESL classes employ the same targeted instruction as the ELA students with extended time. This data informs the instructional strategies in ELA by highlighting areas that deal with the importance of context clues and vocabulary which are faces by 70% of our ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Manhattan Theatre Lab HS

School DBN: 03M283

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------|----------------------------------|-----------|-----------------|
| Evelyn Collins | Principal | | 12/1/11 |
| Lisa Grevenberg | Assistant Principal | | 1/1/11 |
| | Parent Coordinator | | 12/1/11 |
| Jillian Collins | ESL Teacher | | 12/11/11 |
| | Parent | | 12/11/11 |
| Joann Mariani | Teacher/Subject Area | | 12/1/11 |
| Monique Jackson-Dickens | Teacher/Subject Area | | 12/1/11 |
| | Coach | | 12/1/11 |
| | Coach | | 12/1/11 |
| Joyce Tonge | Guidance Counselor | | 12/1/11 |
| William Bonner | Network Leader | | 12/1/11 |
| Libby Gershansky | Other <u>Instructional Spec.</u> | | 12/1/11 |
| | Other | | 12/1/11 |
| | Other | | 12/1/11 |
| | Other | | 12/1/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M283 **School Name:** Manhattan Theatre Lab HS

Cluster: 405 **Network:** CFN

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

Part A: Needs Assessment Findings

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

According to the non English home languages represented in our ELL population and the RHLA (Home Language Report) , in order to best communicate with these families home communications must be provided in the following languages: Polish, Korean, Hindi, Albanian, Urdu, Spanish, Haitian/Creole, Bengali, Cantonese and Bambara (Afrikaans). As well, more than 50% of our non ELL population represent Latinos (according to ethnic codes) where family members may be Spanish dominant, in spite of the use of English in the home. In order to ensure that our families are receiving information in the dominant language we must:

Provide comments for report cards in English and Spanish

Provide explanatory information about grades in 6 of the languages represented in the school population.

Provide the families of these students with information regarding translation services through the Department of Education.

Provide on-site translators for these languages for Curriculum Night, Family Conferences, Guidance Meetings, Commencement Planning Meetings, Performing Arts Showcase Announcements, Suspension Notifications and Recognition/Award Ceremonies.

Evaluation:

To best evaluate the effectiveness of this plan:

After the distribution of the report cards, three of the families who received translated grade explanations will be called to verify that the resources were received.

After the mailing of Showcase Announcements and Recognition Award Ceremonies, students will be called and invited to ascertain whether they were aware of the program/received the announcement.

During Family Conferences these families will be surveyed as to whether or not they received the grade explanations in the target language.

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

During the 2010 - 2011, the translation of materials comprised of letters from the administration and the parent coordinator. We have extended this to more effectively reach the varied languages present in our population. The use of DOE translation services has been implemented this year to more adequately reach the non Spanish speaking subgroups such as Polish, Urdu, Cantonese, Korean, Bengali, Afrikaans languages and Albanian -- some of which are new to our population. These new language members and the proposed use of the DOE translation services at all school community events was 1) discussed at the School Leadership Team Meetings with the members of the CFN and 2) explained by the principal at full group staff meetings and at grade meetings.

Part B: Strategies and Activities

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

As described in Part A item 1. Also, the materials to be translated will be created a minimum of three weeks in advance to ensure that translations can be provided in a timely matter so that they may be distributed with the full school distribution. The same three week time frame will be used for soliciting on-site translators for events described in Part A item 1.

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

Department of Education oral interpretation services will be solicited three weeks before the target events.

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

Staff will receive professional development regarding the research indicating the ineffectiveness of the use of children/minors as translators. As well, attendance staff will keep ATS current as to the home language of each student and the home language will be annotated on the emergency card. Home Language Surveys will be completed by incoming students to this end. Home visits by attendance staff will include either 1) personnel that speak the home language or 2) written documentation in the home language to facilitate the visit.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|--------------------------------|
| Name of School: Manhattan Theatre Lab High Sch | DBN: 03M283 |
| Cluster Leader: William Bonner | Network Leader: William Bonner |
| This school is (check one): | |
| <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: 38 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12 |
| Total # of teachers in this program: 1 |
| # of certified ESL/Bilingual teachers: 0 |
| # of content area teachers: 1 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The supplemental instructional plan will include the use of Writer's Coach student software, Kaplan Advantage Regents Preparation Program and other

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

All content area teachers will receive ELL instructional strategies on a monthly basis to be used in the content areas to support content literacy for ELL students. The English content area teacher will also attend workshops and seminars provided by the CFN and outside vendors to develop activities that exemplify the CCLS.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The parents of ELL students will be provided translated resources that inform them of and invite them to 1) commencement activities, 2) college readiness workshops, 3) performances, 4) guidance meetings and 5) award ceremonies.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$10968

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | 1,120 | Non contractual services that will provide presentations of resources for ELLs. |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | 6700 | Textbooks to be purchased to support ELL content literacy to be used in the afterschool AIS. |
| Educational Software (Object Code 199) | 2000 | Writer's Coach to be purchased to support the writing process for the ELLs in all content areas. |
| Travel | | |
| Other | 848 | DOE Translation services for meetings, conferences and mailings. |
| TOTAL | 10,968 | |