



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MANHATTAN THEATRE LAB

03M283

PRINCIPAL: LISA OSTROM

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SUPERINTENDENT: ANTHONY LODICO

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
Lisa Ostrom	*Principal or Designee	
Julian Rodriguez	*UFT Chapter Leader or Designee	
Diana Cruz	*PA/PTA President or Designated Co-President	
Rainee Taitt	DC 37 Representative, if applicable	
Mariah Gray	Student Representative	
Licette Galicia	Student Representative	
N/A	CBO Representative, if applicable	
Zenza Santos	Member/ Parent	
	Member/	
Joann Mariani	Member/UFT Representative	
	Member/ Parent	
	Member/	
Note: Extensive outreach has been made to parents. No other parents were willing to serve on the SLT.	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By August 2013, all active students in the 2013 Cohort will graduate or have an Action Plan that will lead them towards graduation.

Comprehensive needs assessment

- Historically, graduation rates have been extremely low, often less than 45%, at MTL. One reason for this has been the repeated misprogramming of students and a lack of long term planning for student success. Many seniors are in need of core academic classes and have not been offered the requisite number of physical education classes necessary to meet graduation requirements.

Instructional strategies/activities

- Guidance counselors and teacher advisors will meet with every cohort 2013 student at least once a semester to review progress toward graduation and create a specific plan of action. Guidance team will use the Are You Green campaign to encourage student success and the Student profiles to create a contract for student planning. School administrators will also use the ARIS Grad Tracker and individual credit check documents to identify students in need of academic intervention and planning. Students will be offered a.m. tutoring; Saturday Academy for credit accumulation in physical education; credit recovery and credit accumulation in PM School.

Strategies to increase parental involvement

- All parents will receive communication from the school updating them on their student's progress toward graduation at least once a semester. Parents of off-track students will be encouraged to meet with guidance staff to discuss options and plan for student programs. All documents will be available in translation for non-English speaking families, and meetings with non-English speaking families will have a translator present whenever possible. School will provide a workshop for parents to make them aware of graduation requirements and inform them about programs at the school, as well as alternative programs, to assist their children in reaching graduation.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funding will be provided for materials necessary for student planning; Are You Green posters; parent letters. Funds will be available for translation services for parent letters and parent meetings. Per session funds will be allocated for credit recovery and credit accumulation to assist students in getting on track to graduate.

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 28, 2013, all teachers will have a deeper understanding of what high quality teaching looks like based on research based criteria and the New York City Department of Education's Citywide Instructional Expectations for 2012-2013

Comprehensive needs assessment

- As per Chancellor's Citywide Instructional Expectations for school year 2012-2013, MTL students need to be engaged in Common Core aligned units and performance tasks. Only the math and English teachers created Common Core units in the 2011-2012 school year, so science and social studies teachers will need additional professional development and support in the creation of their curriculum

Instructional strategies/activities

- All teachers will participate in at least 2 professional development workshops for Common Core Learning Standards (CCLS) each semester. All teachers will participate in Surfacing the Gaps activity to look at current student work and create strategies for building student skills to meet desired outcomes/goals. Science and math teachers will work with AP Grevenberg in curriculum development. English and social studies teachers will work with AUSSIE coach Kristen Gripp. All teachers will work with principal and Network achievement coach. Teachers will work collaboratively in CCLS unit development as they begin to incorporate UDL differentiation into their work. All students will experience at least one Common Core unit and task per semester in each core academic subject class.
School leaders and teachers will begin to form consensus as to whether teacher practice, as observed in a training video, represents Highly Effective, Developing, or Ineffective practice across the school's selected competencies and will have at least a 50% agreement among participants. All teachers will have opportunities at least 3 times during the year to practice and discuss observation methodology and its use in teacher assessment using the Danielson rubric through professional development sessions conducted by the principal.

Strategies to increase parental involvement

- We will send home information related to the Citywide Instructional Expectations and the Common Core Curriculum. We will provide parents with resources for understanding these documents and will provide information about opportunities for parents to attend workshops and information sessions.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funding will be provided for paid and/or unpaid coverages for teachers attending professional development workshops during the school day. Funding will be allocated for AUSSIE coaching for the 2012-2013 school year. Materials to support teacher work in Common Core curriculum development will be made available.

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 28, 2013, all students will experience 2 Common Core aligned units of study in all core academic subject areas.

Comprehensive needs assessment

- As per Chancellor's Citywide Instructional Expectations for school year 2012-2013, teachers must continue to create and deepen their shared understanding of the components of high quality teaching. Teachers need to be able to understand the Danielson Framework for Teaching in order to evaluate success in each priority competence.

Instructional strategies/activities

- Teachers will participate in introductory professional development around the Danielson Framework for Teaching in September and subsequent follow-up PD to deepen understanding. All teachers will participate in at least three activities to develop ability to understand and use low inference observation. Teachers and administrators will focus especially on Competencies 3B, Using Questioning and Discussion Techniques, and 3C, Engaging Students in Learning, as they work toward shared understandings. Administrators will conduct frequent cycles of short observations and provide feedback based on the selected competencies. Staff will be encouraged and given opportunity for inter-visitations in order to share best practices.

Strategies to increase parental involvement

- Parents will be provided with information about the new evaluation system as it becomes available and we will provide parents with information about the components of the Danielson Framework for Teaching.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funding will be allocated for teacher materials relating to the Danielson Framework for Teaching. Unpaid and/or paid coverages will be available for teachers who wish to participate in inter-visitations.

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Varied approaches depending on student need	Small group tutoring	37 ½ minute tutoring assignments before school day.
Mathematics	Varied approaches depending on student need	Small group tutoring	37 ½ minute tutoring assignments before school day.
Science	Varied approaches depending on student need	Small group tutoring	37 ½ minute tutoring assignments before school day.
Social Studies	Varied approaches depending on student need	Small group tutoring	37 ½ minute tutoring assignments before school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Services; referral services	Group and individual counseling provided by guidance counselors; school psychologist and school social worker.	Throughout the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

We have sought to hire experienced, highly qualified teachers to teach all subjects and seek to retain these teachers to ensure continuity of instruction and the development of long-term student-teacher relationships over the course of the school's phase-out process. All teacher retention, however, is based on student programming needs, budget and staff seniority.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 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%
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Part II: ELL Identification Process

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

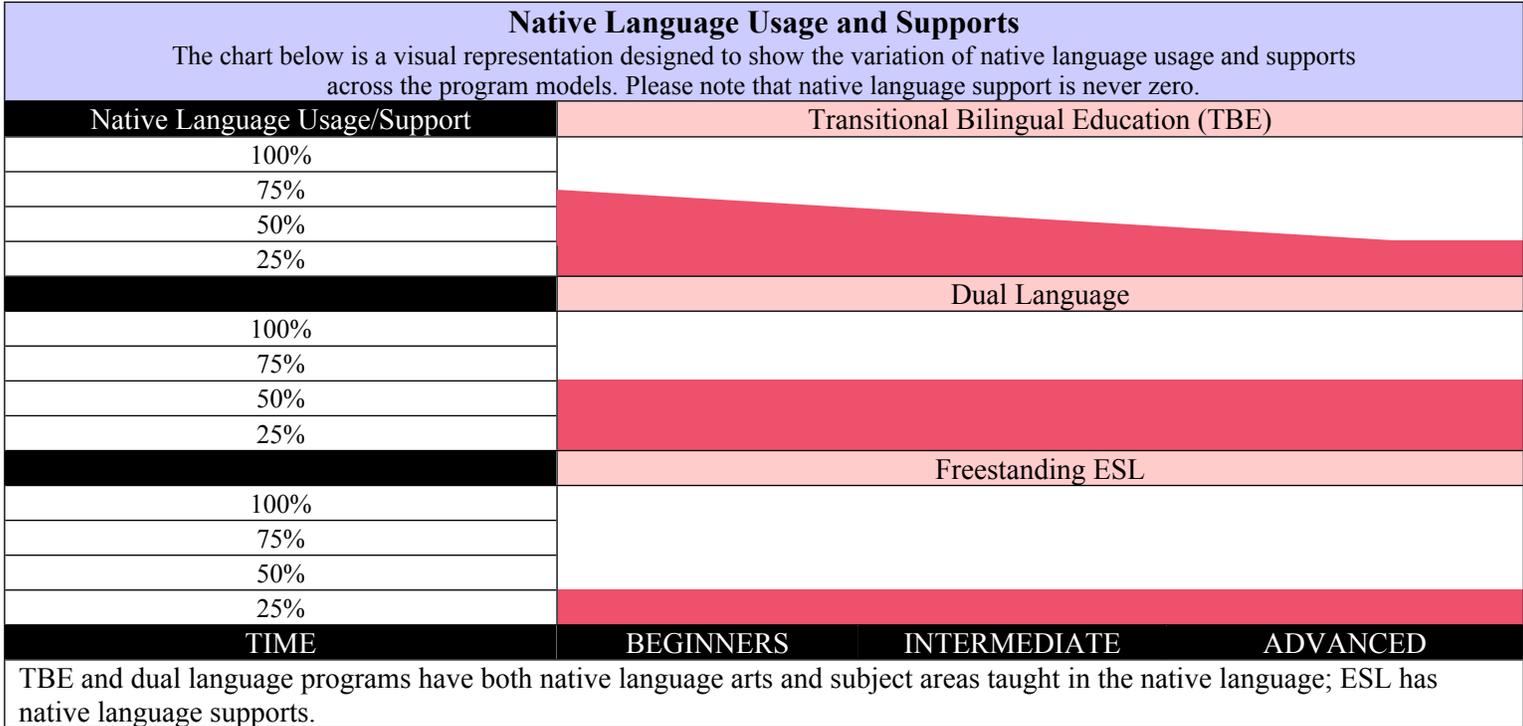
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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.

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
	A										5	0	1	0
	P										0	0	0	2
READING/	B										4	7	4	3

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
WRITING	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	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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.
2. See #1
3. The same modalities are targeted in the ENglish classes, such that the instructional strategies and implementation of direct instruction around the ELA Regents facilitate the success of the ELLs as well.
4. a. We only offer free standing ESL. b. The school is using the results of the Department Wide Assessment, specifically on the Non Fiction and Controlling Idea tasks to 1) create instructional strategies that support reading and writing about non fiction text in all contents and 2) create tasks that allow atudents to work with several short texts on the same theme. c. Answered in a. No native language assessments are given.
5. We do not offer Dual Language Programs.
6. The success of the Free Standing ESL Program is assess by reviewing 1) the performance of the population on the Regents exams in all contents, 2) discussing and reviewing student writing and speaking in content classes.

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

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)
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.

2012-13 Comprehensive Education Plan (CEP)

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: Jose Ruiz	Network Leader: Steven Chernigoff
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> After school <input 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 type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # 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: Historically the ELL population has not been successful in accruing the 10 + credits or the inclusive 6 academic credits. This population also struggles to achieve valid scores on the ELA and Math Regents exams which contributes to our inability to meet AYP. To better support credit accumulation for this population of beginning, intermediate and advanced students, a before and after school instructional program will be established. This program will take place from Monday through Thursday. During this time, the students will attend content area support through small group tutoring with their teachers of Social Studies, Math and Science. The ESL teacher will work collaboratively with the content teachers to develop lessons that employ ESL strategies and pedagogy. This program will give students the opportunity to 1) prepare for the ELA and Math Regents and 2) further develop writing proficiency for DBQ and Thematic essays for Social Studies' Regents. The program will be supported by the use of Writer's Coach software and Kaplan Advantage Regents Preparation Program resources.

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: To better support all teachers of this target population (described above), a series of professional development will be provided to the full staff -- both general and special education staff -- on strategies to support language acquisition and content literacy. A calendar of PDs that will occur on Mondays, has been established. All content area teachers will receive ELL instructional strategies such as: vocabulary development, guided reading, think-pair-share, text evaluation and leveling. The ESL teacher will also attend workshops and seminars provided by the CFN and outside vendors to develop activities that exemplify the CCLS. This will occur during and afterschool. The ESL teacher will also participate in intervisitation through a series of visits to other ELL programs on the campus.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Many of our ELL students do not achieve commencement. This is often due to low scores on Social Studies Regents and a lack of family understanding about graduation requirements. The parents of our ELL population will be invited to Saturday workshops during the Spring semester on the topics of : graduation requirements, the use of iTunes for Social Studies Regents Preparation and the use of movies to develop content literacy in Social Studies. These workshops will be provided by Social Studies content teachers, the English content teacher and vendors of Social Studies digital software. Finally, the parents of ELL students will be provided (by mail) translated resources that inform them of and invite them to 1) commencement activities, 2) college readiness workshhops, 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: \$

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 	5,045	ESL and content teachers will work before and after school in small group tutoring. PD will be provided on the use of language acquisition strategies.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	1,200	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. 	2,000	Textbooks to be purchased to support ELL content literacy to be used in the afterschool AIS. Postage for translated mailings.
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		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	955	DOE Translation services for meetings, conferences and mailings.
TOTAL	11,200	