



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MANHATTAN THEATRE LAB
DBN (i.e. 01M001): 03M283
Principal: LISA OSTROM
Principal Email: LOSTROM@SCHOOLS.NYC.GOV
Superintendent: DENISE HALLETT
Network Leader: STEVEN CHERNIGOFF

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Ostrom	*Principal or Designee	
Herminia Collado	*UFT Chapter Leader or Designee	
Eunice Sawyer	*PA/PTA President or Designated Co-President	
Rainee Taitt	DC 37 Representative, if applicable	
Selina Celestin Desiree Sim	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Demaris Delgado	Member/ parent	
Milagros Blanco	Member/ Parent	
Wanda Caine	Member/ UFT	
Carlean Ingram	Member/ UFT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By August 2014, all active students in the 2014 Cohort will graduate or have an Action Plan that will lead them towards graduation.

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.

Historically, graduation rates have been extremely low, often less than 45%, at MTL. One reason for this has been the repeated mis-programming of students and a lack of long term planning for student success. Many seniors are still in need of core academic classes and still have not been offered the requisite number of physical education classes necessary to meet graduation requirements. Last year, students began being programmed for graduation requirements and the graduation rate was 56%. Although an improvement, we hope to raise that percentage again this year.

Instructional Strategies/Activities

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

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

1. Guidance counselors and teacher advisors will meet with every cohort 2014 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 p.m. tutoring; Saturday Academy; credit recovery and credit accumulation in PM School.

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

1. Subject area teachers will offer credit accumulation classes in pm school and will provide tutoring opportunities for students.
2. Assistant Principal, Principal, Program Chair, school Social Worker will all be meeting individually with students for guidance and planning.

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

1. Credit accumulation will be tracked; meeting notes and updated credit checks will track guidance efforts and tutoring sign-in logs will track student participation in tutoring program.

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

1. Guidance meetings start in September 2013 and are ongoing throughout the school year. Credit accumulation pm classes run from October to January and from February to June. Tutoring will take place as needed during the school year and from December 2013 through January 2014 and from May through June 2014.

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

1. Guidance/Administration staff will work closely with teachers to identify students in need of remediation for credit accumulation and regents exams and Fair Student Funding and Title I School Wide Program funding will support all PM Programs- both tutoring and credit accumulation. Title III funds will be used for support for ELLs.

Strategies to Increase Parental Involvement

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

All parents 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 Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 26, 2014, all teachers will have a deeper understanding of what high quality teaching looks like based on the Danielson Framework for Teaching and the New York City Department of Education's Citywide Instructional Expectations for 2013-2014.

Comprehensive Needs Assessment

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

As per Chancellor's Citywide Instructional Expectations for school year 2013-2014, MTL students will be engaged in Common Core aligned units and performance tasks. Teachers will integrate the Common Core instructional shifts into their classroom practice and will work toward Effective practice in the classroom based on the Danielson Framework for Teaching.

Instructional Strategies/Activities

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

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

- All teachers will participate in common planning time four days a week. Two days consist of pd facilitated by school administration and network coaches. The pd will consist of aligning curricula and lesson plans to the Common Core Learning Standards as well as aligning planning and instruction to the Danielson Framework for Teaching. The remaining two days consist of teacher planning with other teachers across content areas or with co-teachers if in an ICT class. The planning is done in light of the CCLS and the Danielson Framework. Teachers will also meet during common planning time to discuss student progress based on teachers' formative and summative assessments. Teachers will share assessment results and create or modify curricula and lessons to enhance student learning and address the needs of all students.

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

- The administration, including the principal and AP, will be involved in facilitating common planning time and pd. AUSSIE coach Kristen Gripp will also work with English and Social Studies teachers to create and implement CCLS and Danielson aligned curricula. Network achievement coaches will work with teachers in effectively incorporating ELL and Special Education strategies into lessons. Talent coach Fred Walsh will visit regularly to help implement the Advance system and assure accuracy in the ratings.

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

- Progress will be evaluated by the results of teacher observations in the Advance system. With the goal of having all teachers functioning in the Effective or Highly Effective categories for all components, the target areas will be those components in which teacher score less than Effective. These target areas will be addressed during post observation conferences. Training for using strategies that will improve the targeted areas will be provided during common planning time. Impact will be measured in subsequent observations to measure how teachers have made changes in their targeted areas including in their lesson planning and their classroom practice.

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

- Implementation began in October 2013 and will be completed in May 2014.

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

- Programming will include common planning time, pre and post observation conferences, and teacher inter-visitations. Resources will include the Danielson Framework for Teaching Rubric, observation notes, and Advance ratings, notes, and recommendations.

Strategies to Increase Parental Involvement

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

Parents were informed and will be updated with the implementation and progress of Advance through correspondence as well as during SLT meetings.

Budget and Resource Alignment

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

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

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

XTL Citywide Instructional Expectations

Goal and Action Plan #3

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

Annual Goal #3

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

Students will improve their scores on the NYC ELA Performance Assessment exam by May 2014.

Comprehensive Needs Assessment

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

Students at MTL performed poorly on their NYC Performance Assessment exam in October 2013 and literacy and writing proficiency were identified as school wide focus areas.

Instructional Strategies/Activities

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

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

1. All teachers are teaching literacy strategies and giving writing assignments in their classrooms that are aligned to the CCLS. Academic vocabulary is being infused into all core classes and students are being taught to read critically, process information and create arguments based on evidence. During common planning time, teachers incorporate literacy strategies in their lessons across all content areas to include the needs of all students. During pd, administrators and network coaches provide literacy strategies that can be incorporated into lessons and aligned to the CCLS that include the needs of all students.

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

1. All teachers are involved in actively improving student literacy and student performance in writing. They meet during common planning time to incorporate strategies that meet the needs of all students. Professional development is being offered by administrators, network achievement coaches and our AUSSIE coach to support teachers' planning and implementation. Resources include the CCLS, the Danielson Framework, and literacy scaffolds including graphic organizers.

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

1. Teachers will look at student work at least twice a semester to evaluate where students are, where they need to be and plan for how to get them there. Teachers will share formative and summative assessment data to plan together to modify lesson plans where needed to assure student success and meet the literacy needs of all students. Final Performance Assessment Exam will be used to assess results.

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

1. Implementation began in October 2013 and will end in May 2014.

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

1. Programming will include common planning time, and teacher inter-visitations. Resources will include the CCLS, and the Danielson Framework for Teaching Rubric.

Strategies to Increase Parental Involvement

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

Parents were informed and will be updated with the implementation and progress of the literacy focus through correspondence as well as during SLT meetings through sharing of student data based on assessments.

Budget and Resource Alignment

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

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

TL MOSL; TL Citywide Instructional Expectations

Goal and Action Plan #4

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

Annual Goal #4

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

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

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

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

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	All ELLs who have not met proficiency standards are programmed for two English classes in order to support language acquisition and literacy. We provide after school tutoring for all students and ICT classes for our Special Education students whose IEP's indicate this service.	Small group tutoring; classroom	During school day through ICT classrooms; after school and Saturday tutoring programs.
Mathematics	We provide after school tutoring for all students and ICT classes for our Special Education students whose IEP's indicate this service. Literacy skills are addressed within the content area and academic vocabulary infused into lessons.	Small group tutoring; classroom	During school day through ICT classrooms; after school and Saturday tutoring programs.
Science	We provide after school tutoring for all students and ICT classes for our Special Education students whose IEP's indicate this service. Literacy skills are addressed within the content area and academic vocabulary infused into lessons. In addition, MTL students were offered seats in Living Environment Saturday class at Legacy HS in Fall 2013.	Small group tutoring; classroom	During school day through ICT classrooms; after school and Saturday tutoring programs.
Social Studies	We provide after school tutoring for all students and ICT classes for our Special Education students whose IEP's indicate this service. Literacy skills are addressed within the content area and academic vocabulary infused into lessons.	Small group tutoring; classroom	During school day through ICT classrooms; after school and Saturday tutoring programs.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	AP Serna holds weekly attendance meetings and home visits, phone calls and parent and student meetings are planned and followed up on. We also support student attendance with bi-monthly incentives and assemblies to acknowledge improvement and excellent attendance. Staff members meet with all students with attendance issues to discuss means for improvement, student options and to plan for success.	Group and individual counseling provided by school social worker and campus wide school psychologist as well as by the building based St. Lukes/Roosevelt Hospital clinicians. Attendance team consists of AP Guidance; PPS secretary, attendance teacher; PPS secretary; Parent Coordinator.	Throughout the school day and after school.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As a phase out school we do not recruit new teachers and we are only able to retain the most senior teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is ongoing, being led by school administrators, Network achievement coaches, Aussie coach and outside agencies where appropriate. All teachers who attend workshops turnkey the information and collaborate on creating effective strategies for implementing Common Core Standards.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We provide support for our STH students in the form of school supplies and access to a school social worker, a building based health clinic and referrals to other social services agencies to ensure the students' needs are being met.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The school MOTP committee decided to use the NYC Performance assessment test as our school wide assessment tool for this school year for measurement of teacher practice. The teachers then decided to use this same data for assessing and driving curriculum planning for implementation of a school wide program of literacy and writing improvement.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

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

IV. 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;

V. 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;

VI. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 283
School Name Manhattan Theatre Lab High School		

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

Principal Lisa Ostrom	Assistant Principal Jackie Serna
Coach type here	Coach type here
ESL Teacher Wanda Caine	Guidance Counselor type here
Teacher/Subject Area Wanda Caine/English	Parent type here
Teacher/Subject Area type here	Parent Coordinator Carmen Munoz
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	136	Total number of ELLs	16	ELLs as share of total student population (%)	11.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	6

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	2	2	3	1	2	6	0	3	16
Total	7	2	2	3	1	2	6	0	3	16

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	9	4		14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
TOTAL	0	0	0	0	0	0	0	0	0	1	10	5	0	16

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use NYSESLAT data including the RLAT report from ATS. We also use teacher formative and summative assessments. Data reveals a need for a literacy focus since results are lower in Reading and Writing than in Listening and Speaking.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Results show that while Listening and Speaking have improved over time, Reading and Writing have shown slower gains.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We have a literacy focus since Reading and Writing need the most improvement. Use of the AMAO tool revealed consistency in the Reading and Writing results.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Advanced ELLs are scoring well in test taken in English. Intermediate and Beginners are having a more difficult time. As a result, we are working with teachers to create differentiated assessments for Beginners and Intermediates including translations wherever appropriate.
 - b. ELL periodic assessments are administered by the ELA teacher. Results are compared with NYSESLAT data.
 - c. Data shows consistent findings in that Beginners and Intermediates are having challenges in all four modalities while Advanced are having difficulties in Reading and Writing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We are a high school. Our intervention is use of differentiation in instruction and assessment.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We try have students make connections to their native language and culture. If possible, we incorporate project based learning which connects to native language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
During common planning time, the ESL teacher checks in with the content area teachers so monitor progress. We also use teacher assessments and grades.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening,

administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Manhattan Theater Lab is a phase out school, scheduled to close in June, 2015. As a phase out school, we do not take in new admits and do not have to do initial identification. Before phase out, the following processes were in place: ELL students were identified by the completion of the Home Language Identification Survey, ELL designation in ATS, and International Transcripts submission. The Home Language Identification Survey was administered in the native language as was facilitated by then ELA and ELL Administrator, Ms. L. Grevenberg. The the initial language assessment was completed at the informal oral interview. Currently, AP Jackie Serna oversees the the NYSESLAT administered each Spring. These scores are then used to correctly place these ELL students in English and to provide appropriate supports for the ELLs needs.

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.
Before phase out, parents were 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Before phase out, parents were invited in for the formal oral interview with then AP Ms. Grevenberg and the surveys were completed in her office on site.
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.
Before phase out, The NYSESLAT scores and their level indications were used to place students in one of two the possible ESL programs. The beginners and intermediate level students were placed in a 90 minute block of English instruction the supported English content and the other five academic areas per day. The advanced students were placed in a program that supported English content and the other five academic areas for a duration of 45 minutes per day.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The appropriate number of NYSESLAT tests are ordered based on the latest ATS ELL report. English teacher Ms. Wanda Caine pulls out ELLs to administer the speaking portion of the test. Three days are designated to administer the remaining three parts of the test during Ms. Caine's ESL class. A spreadsheet is generated to mark which students have completed which parts. Any absentees are found in the succeeding days and given the section/s they have missed. If necessary, the school employs home outreach to get students to complete all sections.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Before phase out, trends showed more than 95% of our entering ELL students remaining at the school and opting for free standing ESL. Currently, we are unable to offer freestanding ESL we have lost our ESL teacher and do not have the funds nor the resources to hire another. Ms. Caine, our ELA teacher, teaches our few remaining ELLs in her ELA classes.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. ELLs are integrated in core English classes. Advanced students are programmed for one English class, while Beginner and Intermediate students are programmed for two. ELLs are also programmed for a Theater Arts class where they work on their Speaking and Listening skills.
 - b. The program model is heterogeneous with mixed proficiency and grade levels.
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)?

Eventhough we are a phase out school, we strive to service our ELLs to the best extent of our abilities. Beginners are programmed for two English classes and a Theater class (focused on Speaking and Listening skills) totaling the 540 mandated minutes. Intermediates are programmed for two English classes totaling the 360 mandated minutes. Advanced students are programmed for one English class totaling the mandatory 180 minutes as well as the above mentioned Theater class.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ELLs receive content area instruction in content area classes. In addition to the content area teacher, a teacher with a bilingual extension assists in the classes. The Common Core Learning Standards are a part of the curriculum of our content areas and ELLs are exposed and held to the same requirements as other students. Appropriate scaffolding strategies are employed to assure that ELLs receive access to the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We only have a freestanding ESL program. The teacher with the bilingual extension does language checks with our Spanish speaking ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In their English class, all four modalities are covered and evaluated. CCLS aligned curriculum in Reading and Writing are regularly delivered. In addition, projects are designed to ensure Speaking and Listening skills are employed and evaluated. Content area subject teachers focus further on Reading and Writing skills, while the Theater class offers additional practice in Speaking and Listening skills.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

- a. SIFE students are provided with appropriate scaffolding strategies with English and content area teachers focusing on reading and writing skills.
 - b. NYSESLAT scores are used to determine strengths and weaknesses and teachers create appropriate strategies and scaffolds to address those weaknesses.
 - c. According to NYSESLAT scores, students are targeted so that areas of weakness are addressed by the English and content area teachers.
 - d. Long term ELLs weaknesses are given particular targeting for the weaknesses according to NYSESLAT results. Teaching strategies and skills are employed by the English and content area teachers.
 - e. Former ELLs are monitored and given the opportunity to further strengthen any areas of weakness. The content area teachers meet with the English teachers to discuss best strategies so that these students may continue to succeed.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers employ leveled-reading texts, scaffolding, differentiated assessments. Teachers also extend deadlines and allow rewrites of assignments when needed.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ELLs without IEPs are programmed ICT classes with ELLs who have IEPs in order for all ELLs to get the most support possible.

Courses Taught in Languages Other than English 

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

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

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

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

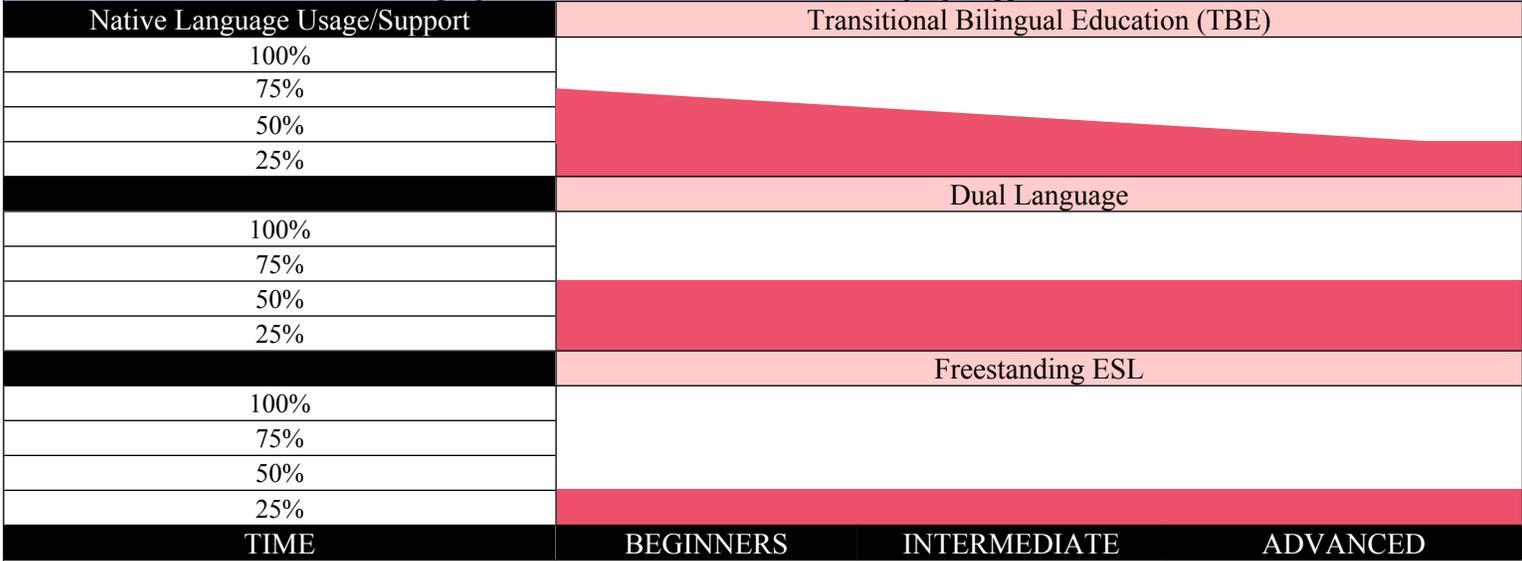
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Intervention starts in the classroom itself with all teachers aware of the ELLs in their classes and making appropriate modifications for them. Tutoring is offered after school. Several staff members, including one teacher with a bilingual extension speaks Spanish, helping the majority of our ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
NYSESLAT scores have improved. Students results according to teacher assessments have improved in all four modalities.
11. What new programs or improvements will be considered for the upcoming school year?
Because of our phase out status including shrinking funds, staff, and resources, we plan to continue our current program.
12. What programs/services for ELLs will be discontinued and why?
We hope to continue our current programs and services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are welcome to all school programs. Spanish speaking staff are available and encourage our Spanish speaking ELLs to participate in all programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The school employs bilingual dictionaries and glossaries, laptops with translation programs such as Google translate, native language books and novels, and translated scaffolds when appropriate.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
ELLs are given the opportunity to express their cultural and linguistic histories in projects throughout the curriculum.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Considering this is our next to last year of phase out, we have only two grade levels, but all of our support services are geared toward the adolescent/teenage experience.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Due to our phase out status, we have not enrolled any new students for the past two years.
18. What language electives are offered to ELLs?
We offer an English language elective Theater class.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Manhattan Theater Lab High School does not have a dual language program.

C. Professional Development and Support for School Staff

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

1. All ELL personnel have a common planning time where we meet three times a week. Teachers meet in interdisciplinary areas to discuss how to infuse literacy across the curriculum. The teachers discuss what particular ELL strategies are necessary to further literacy. Performance assessment are used as a guide for evaluating student work and informing our instructional goals.

2. The Network ELL point visits regularly to deliver pd on the latest ELL teaching strategies and aligning them with the CCLS.

3. Being a High School, our ELLs have already transitioned. We encourage and support staff to help our ELLs with their transition from high school to college.

4. The combination of common planning time and network pd exceeds the minimum 7.5 hours of ELL training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We make regular outreach in English and Spanish. We have a bilingual parent coordinator. There is always someone on site to translate.
 2. No.
 3. We use parent outreach such as phone calls, letters, and parent surveys.
 4. We have office hours before and after school to accommodate the availability of working parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Manhattan Theater Lab

School DBN: 03M283

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Ostrom	Principal		12/19/13
Jackie Serna	Assistant Principal		12/19/13
Carmen Munoz	Parent Coordinator		12/19/13
Wanda Caine	ESL Teacher		12/19/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M283 School Name: Manhattan Theater Lab High School

Cluster: 06 Network: 610

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

Part A: Needs Assessment Findings

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

We use oral interviews, parent surveys, mail correspondence, and phone conversations. All written correspondence and oral interviews are conducted in the parents preferred 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.

Spanish is the largest language preference. This was reported to staff during faculty meetings and to parents through mail correspondence and during parents 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.

Any correspondence going to parents is translated with help from school aides and/or teachers who speak Spanish. If we have a parent from a different language, we use the services of the Language Translation and Interpretation Unit. All correspondence is translated and sent in a timely fashion through mail, phone call, or email.

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.

Most services will be provided in-house by staff who speak Spanish such as our parent coordinator. When necessary, we use the services of the Language Translation and Interpretation Unit.

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>.

Manhattan Theater Lab High School fulfills the Chancellor's Regulations making sure that limited English speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our staff are helpful and are devoted to the parents' needs. They are present and accomodating at all events for translation services. If we cannot provide translation in the parents' preferred lanuage, we will use the services of the Language Translation and Interpretation Unit.