



MANHATTAN INTERNATIONAL HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: MANHATTAN INTERNATIONAL HIGH SCHOOL
ADDRESS: 317 EAST 67 STREET
TELEPHONE: 212-517-6728
FAX: 212-517-7147

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310200011459 **SCHOOL NAME:** Manhattan International High School

SCHOOL ADDRESS: 317 EAST 67 STREET, MANHATTAN, NY, 10065

SCHOOL TELEPHONE: 212-517-6728 **FAX:** 212-517-7147

SCHOOL CONTACT PERSON: ALAN KRULL **EMAIL ADDRESS:** AKrull@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gladys Dorilda Rodriguez

PRINCIPAL: Alan Krull

UFT CHAPTER LEADER: Seth Blum

PARENTS' ASSOCIATION PRESIDENT: Olga Calderon

STUDENT REPRESENTATIVE:
(Required for high schools) Andrea Rosero

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** CFN 106

NETWORK LEADER: SHONA GIBSON/Maria Broughton

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Alan Krull	Principal	Electronic Signature Approved.
Gladys Rodriguez	Admin/CSA	Electronic Signature Approved. Comments: Approved yes
Seth Blum	UFT Chapter Leader	Electronic Signature Approved. Comments: yes yes
Olga Calderon	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes yes
Andy Engel	UFT Member	Electronic Signature Approved. Comments: yes yes
Chantal Perullo	DC 37 Representative	Electronic Signature Approved. Comments: yes yes
Ana Maria Caputo	Title I Parent Representative	Electronic Signature Approved. Comments: yes yes
Yanildy Taveras	Student Representative	Electronic Signature Approved. Comments: yes yes
Felicia Paulino	Parent	Electronic Signature Approved. Comments: yes yes
Andrea Rosero	Student Representative	Electronic Signature Approved. Comments: yes yes
Jely Vargas	Parent	Electronic Signature Approved. Comments: yes yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

The Manhattan International High School (MIHS) was established to serve the linguistic needs of new English language learners who have resided in the United States for fewer than four years at the time of application. Once admitted, the overwhelming majority of students remain at the school for their entire high school careers. Students receive a complete high school education that includes curriculum taught with content-based English as a Second Language (ESL).

All of our students from grades 9 through 12 are English Language Learners (ELL). Our students

come from over 50 different countries and speak 33 different languages or dialects. MIHS offers a curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. At MIHS, our ESL program is taught through content area courses of 70 minutes in length. In developing programs for English Language Learners, The Manhattan International High School has developed a learner-centered, interdisciplinary curriculum. The primary mode of learning is in heterogeneous, collaborative groups. Assessment throughout the school focuses on portfolios and exhibitions incorporating self, peer and instructor evaluations.

The mission of The Manhattan International High School is to develop in each of our new learners of English the linguistic, cognitive and cultural skills necessary for informed and creative participation in our diverse society. We subscribe to an educational philosophy that includes the following:

1. English Language Learners (ELLs) need to understand, speak, read and write English proficiently in order to realize their full potential within an English-speaking society.
2. In an increasingly interdependent world, fluency in a language other than English is a resource for the student, the school and society.
3. Learning is an interdisciplinary process and is facilitated when collaboration exists among students, parents, teachers, and the entire community.
4. Knowledge is not value free; consequently, students should examine the ethical and moral questions within their lives and within a pluralistic society.

5. Successful educational programs emphasize high expectations and support the quest for individual excellence.

6. Learning occurs everywhere. Language acquisition and content area mastery are enhanced by the planned use of other learning experiences (e.g. libraries and field trips).

7. Individuals have different needs and talents and achieve at different rates; assessment must offer a variety of opportunities for students, faculty, and staff to demonstrate what they know and can do.

8. Effective instruction is a shared activity. Faculty must participate in the school decision-making process not only in the areas of instructional program design, curriculum development, and materials selection, but also in peer selection, support and evaluation.

All classes are heterogeneous, i.e. students are not necessarily grouped according to language ability, achievement, age, or grade level.

Classrooms are generally structured around the completion of projects performed in cooperative groups. Students take courses that are interdisciplinary in nature and centered on standards-based educational themes. These themes are:

- * World Civilizations (9th Grade)
- * Origins and Perspectives (9th Grade)
- * Evolution and Revolution (10th Grade)
- * Systems and Structures (11th Grade)
- * Senior Institute (12th Grade)

Each cluster team is composed of approximately 60-75 students and a team of 4 teachers. Each cluster is also divided into three strands (classes) of approximately 20 to 25 students. All cluster teams are responsible for creating, updating and implementing two semester long interdisciplinary curricula. In addition to our standard academic schedule, students choose an elective class on a quarterly basis which ranges from athletic and artistic to academic and reflective classes. These electives are held three times every week (Monday, Wednesday, Friday) and allow students to seek out topics that are of interest to them. Once per month, a town-hall meeting is held with the entire student body in which we discuss current events of the day or address other issues of importance to the students.

Students remain with the same strand the entire day of instruction, except for mathematics. In order to better meet the standards for mathematics, and to provide our students with greater opportunities to improve their math skills, we have structured our math program with two goals in mind, first to provide closer attention to students' individual needs, and secondly to ensure that the math skills developed meet the expectations of the State standards and the Chancellor's standards. Thus, all students leave their cluster teams for mathematics class. Conceivably, a geometry class could be composed of students from 9th, 10th and 11th grade. Students are placed in mathematics classes

according to their "level of exposure to mathematics" as determined by a teacher-generated assessment activity upon entry into the school.

At the conclusion of each school year, all students are called to present before a panel a cluster portfolio demonstrating their progress and/or mastery in the areas covered in the interdisciplinary clusters. This is not only an effective way to evaluate student written work but also oral presentation skills. More importantly, cluster presentations offer students the opportunity to hone their skills for the eventual graduation portfolio presentations they must present in their senior year. The senior portfolio is an exit portfolio and is assessed by discipline/content and oral presentation rubrics.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Manhattan International High School								
District:		2	DBN #:		02M459	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			92.5	92.6	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			95.5	91.90	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			84.8	86.2	94.4	
Grade 8		0	0	0						
Grade 9		121	114	119	Students in Temporary Housing - Total Number:					
Grade 10		64	72	74	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		72	57	62			0	13	TBD	
Grade 12		66	65	54						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		323	308	309	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							42	64	28	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		4	3	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		1	0	TBD	
Number all others		0	1	2						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	232	207	220	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	2	Number of Teachers	22	22	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	9	TBD
				Number of Educational Paraprofessionals	2	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	14	23	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	77.3	81.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	54.5	63.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	91	TBD
American Indian or Alaska Native	0	0.3	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97	100	TBD
Black or African American	14.6	14.9	17.5				
Hispanic or Latino	45.2	43.2	41.4				
Asian or Native Hawaiian/Other Pacific Isl.	24.5	25.3	24.3				
White	15.8	16.2	16.2				
Multi-racial							
Male	49.2	50.6	49.2				
Female	50.8	49.4	50.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:			
Science:				Graduation Rate:		Y	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√		√	67
Ethnicity							
American Indian or Alaska Native							
Black or African American				-		-	
Hispanic or Latino				-			
Asian or Native Hawaiian/Other Pacific Islander				-		-	
White				-		-	
Multiracial							
Students with Disabilities						-	
Limited English Proficient				√			
Economically Disadvantaged				√			
Student groups making AYP in each subject				3		1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	73.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	12.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status

√ = Made AYP
√^{SH} = Made AYP Using Safe Harbor Target
X = Did Not Make AYP
- = Insufficient Number of Students to Determine AYP Status
X* = Did Not Make AYP Due to Participation Rate Only

Key: Quality Review Score

Δ = Underdeveloped
▶ = Underdeveloped with Proficient Features
√ = Proficient
W = Well Developed
◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Many of our students need an extra year academic meeting our benchmarks in order to progress to the next level. We are looking at various interventions to improve that percentage but research shows it takes English Language Learners 5-7 years to acquire Cognitive Academic Language Proficiency. This holds true to form when you look at our 5 and 6-year graduation rate as compared to our 4-year graduation rate. We have found through summer orientation interviews that many of our students are coming to us with literacy problems in their native language, which will impede their progress in learning English or any other second language. Many of our incoming students have extremely poor study and time management skills that affect their academic performance. It is clear that many of our students need additional support outside the school day to be able to complete their work and meet the standards expected of them. This year, we continue to provide various different options for students who need assistance. First, we will continue our Saturday Academy supporting students in both math and literacy. Second, we will also continue our extended day program, which included both after school and zero period classes. Both were well attended and highly successful in moving our students towards proficiency in English and mathematics. We have maintained a historically high attendance rate over the past fifteen years (92.7% according to our 2009 -2010 NYC DOE Progress Report). Our dropout rate has remained below 5% and our college acceptance rate has always hovered around 90%. We plan to continue to maintain or surpass these rates during the 2010-2011 school year.

Greatest Accomplishments Over the Last Couple of Years:

- Attendance rates continue to be over 90%, which is evidence of students' desire to come to our school.
- According to the most recent Learning Environment Survey, 96% of parents were satisfied or very satisfied with " the education my child has received this year". 96% of parents were satisfied or very satisfied with "how well the school communicates with me".
- Teacher retention rates have remained high (100% in 2009-2010). This statistic is one reflection of the conditions and support which sustain both teachers and students in meeting their educational goals.
- MIHS has successfully met Annual Measurable Objectives (AMO) for the past two years in ELA and, according to New York State, is a School in Good Standing. In addition, in 2008-2009, MIHS received a NYC Progress Report grade of A.

- MIHS teachers have successfully improved the process by which students graduate via a portfolio of their work. A student-mentor handbook has been created to make the process more effective and efficient.
- MIHS teachers have recently revised an oral presentation rubric as part of the graduation portfolios. This rubric was a collaborative effort and has been successful in communicating to students what areas of improvement and success they have attained in effectively presenting their work.
- MIHS has significantly improved its mathematics curriculum by the implementation of the AP Calculus program in our school. Our curriculum for the AP Calculus program at MIHS was approved by the College Board™ through a rigorous auditing process.
- ELA and Mathematics teachers focused on improving student achievement in the 9th and 10th grades, have successfully worked in collaborative inquiry teams to develop and utilized a new system for Outcomes Based Learning and Assessments.
- MIHS teachers will continue to plan monthly town-hall meeting with the entire student body. The purpose of this forum is to discuss important issues of the month, motivate students towards their educational objectives, remind students of their responsibilities towards the school community and allow for students to express their opinion in an open forum. At these meetings, students hear a variety of thoughts and perspectives, which may be similar or different to their own.
- MIHS has created a school Website that allows for greater communication between teachers, administrators, students and parents. Through the use of E-Chalk, a web-based educational and communicative provider, students have been handing in work online enabling more efficient and timely feedback from teachers and cutting down on the amount of paper used in the school. In addition, important data about overall student performance has been posted for the community to examine and reflect upon.

Significant Aids and/or Barriers to the School Continuous Improvement:

Despite the many barriers that second language learners and their teachers must overcome, MIHS has taken significant initiatives that aid in the successful education of our students. Significant Aids to the School Continuous Improvement:

- At the start of the school year, all seniors are assigned a mentor teacher who stays with them all year to guide their work on the graduation portfolios. The mentor teacher oversees the senior student to ensure that the graduation portfolio meets all the criteria stipulated by the school, which can include meeting all the conventions of written English, proper and correct citation of resources used, etc.
- MIHS is arranged in interdisciplinary teaching clusters, whereby 3 of the 4 teachers in the major subject areas (math, science, English, and social studies) share the same group of students. As a result, MIHS has a peer teacher-mentoring program, which meets weekly, that includes the following elements: Interdisciplinary planning – by exchanging ideas, strategies, and resources, teachers can plan interdisciplinary projects that mutually reinforce the content, new vocabulary, and concepts inherent in each. This gives students a richer understanding of what is being taught in both subjects. Case management – since several teachers share the same students, problems with attendance, comprehension, and achievement can be dealt with much more quickly. Analyzing student work – cluster team teachers who share the same students have the opportunity to analyze an under achieving student's work from a variety of disciplines. This affords teachers the chance to better design an action plan to address his or her particular academic needs. Peer Observations – teachers observe their cluster team and discipline colleagues in order to support one another's efforts in the classroom. A post-observation meeting gives them the chance to share ideas and strategies related to pedagogy, content, assessment, and classroom management.

Significant Barriers:

- Significant budget reductions have resulted in the loss of valuable support staff such as: two bilingual paraprofessionals, a bilingual guidance counselor, a community assistant and reduced hours for our school aide. Inevitably, this loss will directly impact necessary student support services and extra help. Parental contact and involvement will also be affected without these bilingual personnel.
- Language acquisition is a particular challenge for our adolescent English language learners. As research shows, it usually takes 5-7 years to acquire cognitive academic language proficiency.
- Effective communication with parents is a consistent challenge due to their lack of English language fluency.
- Interrupted formal education has resulted in the lack of adequate academic skills for many of our students and has impeded the rate of their progress. Our student population includes students from war-torn countries where they have been through tremendous emotional trauma, affecting their ability to focus on their studies both in class and at home.
- Space is limited in our building, which impedes on our ability to provide certain specific increased support for students.

MIHS is taking several steps to improve student achievement in English, as that is a constant barrier to improvement:

- AIS after school classes
- Saturday Academy to improve literacy and English language proficiency
- Regents preparation classes
- Professional development for the entire staff focusing on developing literacy and language across all subject areas
- Continued English discipline meetings geared towards streamlining the curriculum in terms of literacy, writing, and speaking and listening skills across grade levels.

MIHS is taking similar steps to improve student achievement in mathematics:

- AIS after school classes
- Regents preparation classes

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 100 % of teachers will engage in the practice of peer review / inter visitation every semester in order to learn from each other and improve instruction.	<input type="checkbox"/> Professional Development Improve teacher reviews / intervisitation practices.
<input type="checkbox"/> To improve current Credit Recovery Program systems in order to offer at-risk, struggling students more opportunities to regain any credit lost throughout the academic school year. <input type="checkbox"/>	<input type="checkbox"/> Credit Recovery Program Improve Credit Recovery school systems. <input type="checkbox"/>
<input type="checkbox"/> Increase the percentage of parent survey responses by 10% in the NYC School Learning Environment Survey 2010-2011.	<input type="checkbox"/> Parental Involvement Increase participation and responses in the 2010-2011 NYCDOE School Learning Environment Surveys.
<input type="checkbox"/> Collaborative inquiry teams in the 9 th and 10 th grades will utilize Outcomes-Based Learning to improve student achievement in English Language Arts (ELA) and Mathematics by 2% as measured by 2010-2011 course pass rates. <input type="checkbox"/>	<input type="checkbox"/> Instruction -Outcomes-Based Learning for English Language Learners. ELA and Math collaborative inquiry teams working on Outcomes-Based Learning.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area **Teacher Professional Development**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 100 % of teachers will engage in the practice of peer review / inter visitation every semester in order to learn from each other and improve instruction.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>All instructional staff will meet in teams and faculty meetings to discuss and agree upon a protocol to use as tool or guide for all peer reviews / inter visitations. The selected observation protocol will include best teaching practices for educating English language learners, the Internationals Approach -a student-centered, interdisciplinary, performance-based approach to teaching and learning.</p> <p>All teachers will be involved in four (4) reviews/inter visitations through out the academic school year, two each semester. Teachers will visit two classroom teachers and will be visited twice by other teachers.</p> <p>Cluster teams will meet weekly to discuss observed teaching practices, reflect on ideas, skills, and study materials and share constructive feedback with one another. They will review their observed lessons, model new strategies and collaborate on improvement. Findings will be shared amongst content area / discipline teachers across grade levels and amongst cluster teams.</p> <p>The peer review/inter visitation’s schedule, effectiveness and progress will be supervised and evaluated by curriculum coordinators and school administrators.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Conceptual consolidation of federal, state and local funds will aligned to allow for per session for teachers receiving ongoing professional development support and will allow for necessary prep period coverage. <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Each teacher will have participated in two reviews / intervisitations each semester. Effective and new teaching strategies will be shared and discussed in team meetings, as well as in faculty meetings, and documented in cluster and discipline minutes. Progress will also be monitored through the inter visitation protocol and teacher self-reflection.

Subject Area
(where relevant) :

Credit Recovery / Accumulation Program

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve current Credit Recovery Program systems in order to offer at-risk, struggling students more opportunities to regain any credit lost throughout the academic school year.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> • □ Convene a committee of licensed teachers from all disciplines, a guidance counselor and at least one school administrator to lead a review of the school’s current credit recovery system and identify areas in need of improvement. • Ensure all courses are aligned with Regents learning standards and are approved and taught by a certified teacher in the subject area. • Ensure program offers support classes or after-school credit recovery courses for students in all academic areas: English, Social Studies, Math and Science. • Approve only credit recovery courses that consider each student’s needs and those that offer specific course completion deficiencies or the equivalent, intensive instruction in the deficiency areas of the course needed. • Approve participation of a student in a credit-recovery course after review by the guidance counselor responsible for the student, a teacher in the appropriate subject area and the school’s administrator. • Continue to review data and results to help inform decisions about re-designing or replacing current credit-recovery program systems. The Credit Recovery Committee will meet three times each semester to assess guidance and teacher recommendations, approve appropriate curriculum, monitor progress and analyze results. <p>□</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□</p> <ul style="list-style-type: none"> • □□ Conceptual consolidation of federal, state and local funds will be aligned to provide for professional development and resources for teachers and others who are involved with the credit- recovery program. Per session will fund extended day credit recovery programs.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Individualized credit recovery courses offered • Periodic review conducted by Credit Recovery Committee three times a semester to assess, approve, monitor and analyze progress. • Student progress reviewed every five weeks. • At least 75 % of students involved in the school’s credit-recovery program will be successful in completing courses and in acquiring missing credits. • Semester grades / Report Cards • Student transcripts <p><input type="checkbox"/></p>
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Subject Area (where relevant) : Parental Involvement -Responses in School Learning Environment Surveys

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Increase the percentage of parent survey responses by 10% in the NYC School Learning Environment Survey 2010-2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>The school’s Parent-Teacher Association (PTA) and parent coordinator will focus on providing more productive and meaningful activities to get our parents actively involved in the life of the school community.</p> <p>The school’s parent coordinator, PTA parent officers and parent representatives in the School Leadership Team (SLT) will meet at least once every month before or after meetings to discuss increased collaboration plans and details.</p> <p>Increase the use of the services offered by the NYCDOE’s Translation and Interpretation Unit to facilitate more communication and understanding between our international families and the school’s personnel and procedures. Make sure all school letters are translated into multiple languages and sent home. Take advantage of live conference calls in conjunction with the</p>

	<p>units' qualified interpreters.</p> <p>Continue to use the contracted School Messenger system, our automated telephone calling system, to contact homes in multiple languages. Make sure home language codes correspond to ATS records.</p> <p>An <i>International Parent Handbook</i> will be created and translated in multiple languages to help parents further understand school policies, procedures and practices.</p> <p>Parents' increased attendance and participation in Coordinating Council and School Leadership meetings and other school functions (Culture Day, Senior Speech Day, Field Day, Awards Ceremony) will be encouraged. Parents will also be invited to attend senior portfolio presentations and cluster presentations.</p> <p>Continue to work with community organizations such as The New York Immigration Coalition who help sponsor ESL classes for adults and other relevant services for our immigrant families.</p> <p><input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Conceptual consolidation of federal, state and local funds will be aligned to support parent involvement and communication utilizing per session and OTPS.</p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Increase in 10% of parent responses in the 2010-2011 Survey. • Completion of International Parent Handbook.

**Subject Area
(where relevant) :**

**Outcomes-Based Learning for
English Language Learners**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Collaborative inquiry teams in the 9th and 10th grades will utilize Outcomes-Based Learning to improve student achievement in English Language Arts (ELA) and Mathematics by 2% as measured by 2010-2011 course pass rates.</p> <p><input type="checkbox"/></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Cluster inquiry teams will meet weekly to create, organize and revise an Outcomes-Based curriculum framework with clearly defined standards. Specific and measurable learning outcomes of what students should know and be able to do will be clear to all team teachers, guidance counselors, students and parents. • Implement an Outcomes-Based curriculum that is aligned to New York State learning standards in ELA and Mathematics, with particular emphasis on the English as a Second Language (ESL) standards. • Inquiry teams will maintain consistent, high expectations for all students. They will align classroom instruction, analyze student work, and review and revise performance-based assessment rubrics that highlight the skills and knowledge required from each specific discipline's learning standards. They will utilize authentic assessments and document results. They will continue to explore and implement successful language development strategies throughout the content areas to support student learning. • Progress reports will be aligned to the Outcomes-Based curriculum framework and shared with students and parents quarterly. Progress reports produced by the Daedalus program, our school's internal data entry system, will be sent home to parents and translated according to reported home languages. • Professional development sessions reviewing successful Outcomes-Based programs for English language learners will be scheduled.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Conceptual consolidation of federal, state and local funds will be aligned to provide for professional development and resources for teachers and others who are involved with the implementation of the Outcomes-Based curriculum.

<p><i>action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Aligned teacher curriculum and work • Student work and reflections of meeting outcomes • Analysis of progress reports, semester grades, and student performance • 2% increased average course pass rate as measured in HSST <p><input type="checkbox"/></p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	121	121	121	121				
10	68	68	68	68				
11	66	66	66	66				
12	62	62	62	62				

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Before/After School Tutoring This service is offered in the morning hours (7:50 -8:40). and in the afternoon (3:10 -3:50) on Mondays and Wednesdays. One-on-one tutoring and/or small group tutoring sections are offered as needed by English Teachers.</p> <p>Literacy/ESL instruction Service is offered to students identified to be in great need. Students with interrupted formal education receive this service five times a week for 70 minutes.</p> <p>ELA Regents Small group instruction This service is offered in the morning hours (7:50 - 8:40) and in the afternoon (3:10 -3:50) on Mondays and Wednesdays. One-on-one tutoring and/or small group tutoring sections are offered as needed by English Teachers.</p>
Mathematics:	<p>Before/After School Tutoring This service is offered in the morning hours (7:50 -8:40). and in the afternoon (3:10 -3:50) on Mondays and Wednesdays. One-on-one tutoring and/or small group tutoring sections are offered as needed by Mathematics eachers.</p> <p>Saturday Academy The academy offers mathematics tutoring from 9:00 -12:00 pm to students lacking algebra, geometry or trigonometry skills. Before/After School Tutoring / Regents Prep</p>
Science:	<p>Before/After School Tutoring This service is offered in the morning hours (7:50 -8:40). and in the afternoon (3:10 -3:50) on Mondays and Wednesdays. One-on-one tutoring and/or small group tutoring sections are offered as needed by science teachers. Tutoring is offered in Earth Science, Chemistry, Biology and Physics.</p> <p>Saturday Academy The academy offers science tutoring from 9:00 -12:00 pm to identified students.</p>
Social Studies:	<p>Before/After School Tutoring This service is offered in the morning hours (7:50 -8:40). and in the afternoon (3:10 -3:50) on Mondays and Wednesdays. One-on-one tutoring and/or small group tutoring sections are offered as needed by social studies / history teachers.</p>

At-risk Services Provided by the Guidance Counselor:	Two guidance counselors at MIHS provide students with counseling for personal, social, emotional, and school problems as well as career and college counseling. The counselors are available to meet with students from 8:45 a.m. until 3:30 p.m. every school day. One guidance counselor is bilingual -Spanish.
At-risk Services Provided by the School Psychologist:	Referrals provided by the Mount Sinai Health Clinic (see below)
At-risk Services Provided by the Social Worker:	The social worker providing service to our school is part of the Mount Sinai Health Clinic site located at the Julia Richman Education Complex.
At-risk Health-related Services:	<p>All at-risk health related services are provided by the Mount Sinai Health Clinic site located at the Julia Richman Education Complex.</p> <p>The Mount Sinai Health Clinic at JREC offers students a wide range of services including: complete physical check-ups and examinations, immunizations, First Aid, prescription and treatment for illnesses, family planning services, testing/treatment of STDs, nutrition/weight counseling, substance abuse and health education counseling, counseling for school and personal problems, and referrals to outside agencies. The clinic is open daily from 9:30 a.m.-- 3:30p.m.</p> <p>All at-risk health related services are provided by the Mount Sinai Health Clinic site located at the Julia Richman Education Complex.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 241

Non-LEP 80

Number of Teachers 20

Other Staff (Specify) 1 guidance counselor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□□

In developing programs for English Language Learners, The Manhattan International High School has developed a learner centered interdisciplinary curriculum. The primary mode of learning is heterogeneous, collaborative groups taught with a content –based English as a second language approach. Teams of teachers design and implement their own standards-based, interdisciplinary, project-based curricula for approximately 65 students they mutually share. All classes are taught in English. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. All core academic classes meet four times weekly for 70 minutes each. We serve approximately 311 recent immigrant 9-12 grade students. Students in need of additional support are identified early on the basis of diagnostic test data and teacher observations at weekly team cluster meetings. These students are targeted for additional support in the following before and after school programs designed to meet their linguistic and academic needs. All of our ESL teachers are fully licensed, and all of our content area teachers receive more than 10 hours of ESL training annually.

Supplemental Title III Instructional Program:

The Title III program provides English Language Learners with supplemental instruction in an Extended Day Program, a Saturday Academy for Literacy and Math Numeracy, Regents Prep, and a Yearbook class.

The instructional programs will service ELL's in mixed grades of 9-12 students who score at the beginning, intermediate, and advanced levels on the NYSESLAT. Teachers will be paid at the per session rate. The program runs from October 1 thru June 12.

Saturday Academy for Literacy and Math Numeracy

The Saturday Academy addresses the needs of our newest ELL's and SIFE students in need of literacy and math support based on teacher recommendation (both formal and informal) and low Lab-R and NYSESLAT scores. Rosetta Stone software will also be utilized in class and at home to complement classroom teaching allowing students to work independently building their basic speaking, listening comprehension, and reading and writing skills. Classes are team taught by a certified ESL teacher, English and math teacher. Classes meet for 27 sessions for 3 hours beginning October 10 and ending on June 12. 20-25 students will be served.

Extended Day Instructional Program

Targets 15- 20 long term ELL's in the lowest third by providing supplementary language rich instruction in English, science, social studies and math. Rosetta Stone software will also be utilized in class and at home to complement classroom teaching allowing students to work independently building their basic speaking, listening comprehension, and reading and writing skills. Classes meet before/after school for 2 hours per week for 20 weeks. Classes are taught by four ESL certified teachers.

Regents Preparation

Provides direct instruction to a small class (10-12) of Long term ELL's who have not yet passed the ELA regents. The class covers content and test taking strategies. The class meets for 2 hours per week for 20 weeks after school and is taught by an ESL certified teacher.

Yearbook

Designed to enhance language development of 10-15 students through hands on activity-based activities such as writing text and captions, designing layouts, proofing and editing written work. Class meets once a week for 2 hours for 15 weeks after school. A certified ESL teacher will assist a math teacher in this program. Composition books and USB drives will be purchased to support student students writing into the yearbooks and in the extended day instructional programs.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Staff development is critical to the success of our school. As an empowerment school, we are able to select the type of professional development that we as a staff feel is most relevant to our needs as educators of ELL's. Each instructional team is responsible for examining its own teacher-generated curricula and practices. Each team makes sure that the material is aligned to the state standards and also meets the vision of our school. Staff development sessions are scheduled each Tuesday afternoon after school where each cluster team meets to discuss student needs as well as problems and solutions within their own cluster. On the last Tuesday of every month, each cluster is asked to present a problem of their choice and elaborate on how they arrived at an appropriate and workable solution. Topics include how to insure rater reliability in assessing literary essays, helping students with low literacy skills, scaffolding content area activities for ELL's, developing assessment rubrics, differentiating instruction for heterogeneous classes, using technology to support instruction, academic intervention strategies. Professional development is also provided by the Internationals Network for Public Schools through a two day network summer induction institute for all new teachers, a network professional development day in the fall, new teacher toolkit with exemplary videos and curriculum, and intervisitations. Teachers attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas and are encouraged to attend workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.

For our Title III program we also have contracted with a service provider, Young Audiences New York, in order to enhance curriculum by introducing teachers to engaging and creative activities and skills that sustain learning and can be easily incorporated into the classroom to enhance language development skills. Through inquiry-based and hand-on immersion, Young Audiences assist teachers in cultivating imaginative capacities, building cognitive, physical, and social skills, and enrich student learning by linking to existing curricula. Teachers are not paid by Title III funding for professional development sessions. All sessions are after school once a week for 10 weeks.

Narrative and Budget Addendum

Manhattan International High School is discontinuing professional development sessions provided by Young Audiences and instead offering a Parent Computer Literacy Program for approximately 24 parents.

The Parent Computer Literacy Program will be held during the Spring 2011 term on 10 Saturdays for 3 hours from 9am -12 noon and will be taught by a certified teacher who will be assisted by our computer tech.

Section III. Title III Budget

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School: The MANHATTAN INTERNATIONAL HIGH SCHOOL
BEDS Code: 310200011459

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) - Per session - Per diem	\$25,094.67	<input type="checkbox"/> \$12,123.27 Saturday Academy 3 teachers x 27 days x 3 hrs = 243 hrs @ \$49.89 \$7,982.40 Extended Day 4 teachers x 2hrsper week x 20 weeks = 160hrs @ \$49.89 \$1,995.60 Regents Prep 1 teacher x 2 hrs per week x 20 weeks = 40 hrs @ \$49.89 \$2,993.40 Yearbook 2 teachers x 1 day per week x 2 hrs X 15 weeks = 60 hrs @ \$49.89 <input type="checkbox"/>
Purchased services - High quality staff and curriculum development contracts	\$2,080.00	<input type="checkbox"/> Young Audiences Professional Development sessions with 4 teachers 1 x per week for 10 weeks. (Teachers are not paid by Title III for PD sessions.) <input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$450.33	<input type="checkbox"/> Instructional Materials \$ 125.00 Composition Journal books from School Specialty 100

		@\$1.25\$ 325.33 \$ 325.33 48 USB Drives from CDW Gov't
Educational Software (Object Code 199)	\$ 5,995.00	<input type="checkbox"/> Rosetta Stone site License language development software packages for Saturday Academy and Extended Day Programs.
Travel	0	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

To assess The Manhattan International High School's written translation needs we have looked at the diversity of our student population and the available translated material we have to offer our non- English speaking parents. The Manhattan International High School serves 314 students from grades 9 through 12 who are English Language Learners (ELLs). These students come from over 60 different countries and territories and speak over 35 different languages or dialects. Data from the Home Language Surveys is gathered and also used to determine translation and interpretation needs.

In our assessment, we have found we are only providing our families with limited written translations. We provide some critical school documents which have been translated by central offices and/or the region. We are also only providing some translations from our own school's written material in only Arabic, Spanish, French, Mandarin, Cantonese, Polish and Russian as bilingual staff members and/or volunteers are able and find the time within their schedules to translate. Unfortunately, we cannot rely on these written translations since they are only done on a volunteer basis and/or as time permits.

When documents are not translated by the NYC Department of Education and/or when our available staff members or volunteers are not able to translate, we are unable to communicate with parents via mail or in any written form in at least 30 different languages or dialects.

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.

The success of our ELL student population greatly depends on our ability to clearly communicate with immigrant parents who are also learning the English themselves. To be effective in communicating with parents, our school community greatly depends on oral interpretation and written translation services. To provide these, MIHS relies on available bilingual personnel presently employed at our school as faculty members and all the services available through the NYCDOE Translation and Interpretation Unit. Looking at our available school staff, we are currently able to provide interpretation in the following languages: Arabic, Spanish, French, Mandarin, Cantonese, Polish

and Russian. We still face a challenging situation when addressing our ELL students and their families during any type of parent conferences, open school nights and Parent Teacher Association meetings, which may take place before or after school hours. The oral interpretation services The Manhattan International High School plans to provide written translation and oral interpretation services in the following school activities:

- Parent conferences at MIHS (guidance office)
- Parent-Teacher Association meetings
- Parent workshops at MIHS (citywide and regional ELL parent conferences)
- Academic student progress reports translated according to home language code
- Office and/or teacher/guidance generated letters

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.

□

The written translation services The Manhattan International High School plans to provide include the following pertinent school material: progress reports, report cards, letters, notices, flyers, permission slips, consent forms, guide to student conduct and responsibilities, and parent handbook. To reach most, if not all of our parents, these need to be translated into more languages than the eight high-frequency languages the central translation unit offers. These materials provide relevant information about student's academic progress and are intended to help parents and students alike understand their new school setting, learning standards and approaches to teaching and learning. Many of the letters, notices and flyers communicate current and upcoming academic and school social events and are also inviting. They are to increase parent participation in school activities. This material would also help obtain needed signed permission slips from parents or legal guardians.

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.

The oral interpretation services The Manhattan International High School plans to provide will take place during the following school activities: parent conferences at MIHS, parent teacher association meetings, parent workshops, citywide and regional ELL parent conferences and at any other citywide regional parent meetings for our PTA officers and/or interested parents. Oral interpretation services will be provided by our bilingual faculty members, PTA officers or other qualified parents, and via phone by the NYCDOE 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>.

□

The Manhattan International High School will ensure to the best of its ability to provide all parents with information pertaining to their rights to receive translation and interpretation services for school related matters. Information is provided in writing at all parent meetings and displayed for parents to see. Manhattan International will translate all correspondence to parents in as many languages as possible with the help of teachers, guidance counselors educational paraprofessionals, and the DOE Unit of Translation and Interpretation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	250,217	86,965	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,502		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,511	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,022	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Not applicable.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

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School Parental Involvement Policy:

I. General Expectations

Manhattan International HS (MIHS) agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - § that parents play an integral role in assisting their child’s learning;
 - § that parents are encouraged to be actively involved in their child’s education at school;
 - § that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- § The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. MIHS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.) MIHS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Through the structure of the PTA, PTA Executive Committee and the School Leadership Team parents will remain involved in the discussion of achievement goals and the priorities set in our CEP. Parents will continue to take part of assessing our school needs and performance. They will continue to share in the decision-making bodies the MIHS has in place. For this process, we begin by generating a list of improvements all school community members feel need to be made, then we categorize and prioritize the list. School data, parental concerns and reflections on our interactions with parents and community members help us shape and modify our plans.

2. MIHS will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Members of the MIHS Parent Teacher Association have agreed to work together to continue identifying parental needs, run workshops and enlarge the membership of the PTA by reaching out to families. They will be involved in looking for strategies to increase parental involvement by studying and analyzing previous parental activities and their results.
- The MIHS will offer orientations for new students and parents. These will take place in June, as the Summer Institute begins for incoming 9th graders and in September as the academic school year begins. These will allow both students and parents to become acquainted with the various programs available under Title I as well as a general introduction to the high school community. This orientation is just one way in which the MIHS community attempts to reach out to parents to provide information about the school's Title I program and the types of services provided. It also works to inform parents of their right to be involved in the program; and it offers parents an early invitation to take advantage of specific school-level opportunities of parent involvement. It also provides parents with the opportunity to network with other parents and to share related concerns.
- The MIHS will provide and support more Parent Workshops. In order to continue to involve parents in our school community, we offer workshops to parents. Each month we offer parent workshops on a variety of topics and issues which address parental concerns throughout the year. (i.e. immigration issues, housing, employment, the college application process, with special attention to financial aid; word processing classes; resume writing as well as Internet use). Additional workshops offered in conjunction with the NYCBOE are available in the areas of general parenting, education, communication, anger management, stress management as well as sessions on how to deal with your teenage son/daughter.
- Additional programs which enable parents the opportunity to become involved in International High School and network with other parents include: Meet and Greet Dinner for parents sponsored by the MIHS PTA, School plays and talent shows, Culture Day, Field Days, College Fairs, Parent Handbook, and our monthly PTA Newsletters and Parent Calendar.

3. MIHS will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
 Welcoming parents as partners in their child's education. Welcoming parents in all classrooms and committees. Encouraging and supporting parental participation in the School Leadership Team. The parent coordinator at MIHS is an active participant on the Coordinating Council helping to facilitate issues of parental concerns. As a central aspect of our school philosophy we encourage parents to be active partners in our school community. School work involving culture and nationality issues also address parental participation. We do this in the hopes of parents not only enriching their child's lives by sharing but also to exchange the richness of ideas and a cultural exchange of ideas across the

generations, thus fostering a rich cultural heritage for the child. Our before and after school tutorial program also welcomes and encourages parent participation.

4. MIHS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

MIHS will encourage parental, staff and administrative support on the PTA to help parents share their ideas with the entire school community. It will encourage parent members of the School Leadership Team to share the concerns and issues of parents on the PTA. It will reach out to parents via monthly newsletters and constant communication via telephone and mail. It will utilize its telephone calling machine to make frequent contact with parents on school wide events and meetings in a variety of languages.

5. MIHS will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

MIHS will offer workshops to both parents and teachers on a variety of topics in collaboration with the PTA. In addition the school continues to have ongoing staff development on helping its staff reach out to parents and involving them in the school community. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start,

Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

MIHS will offer workshops to both parents and teachers on a variety of topics in collaboration with the PTA. In addition the school continues to have ongoing staff development on helping its staff reach out to parents and involving them in the school community.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Parent Compact

The Manhattan International High School

- What is the mission of Manhattan International High School?

The mission of the Manhattan International High School is to develop in each of our new learners of English the linguistic, cognitive and cultural skills necessary for informed and creative participation in our diverse society.

- How is MIHS fulfilling its responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment to enable students to meet the State's student performance standards?

Manhattan International High School uses its own teacher-generated curriculum. This curriculum has been aligned to the State standards. These standards outline all the skills and content that the State Education Department has determined that all high school students should learn. In other words, the skills and content that the state requires are taught and covered in our curriculum. Our curriculum is project-based, which means that students produce a product such as a lab report, a research paper, a literary essay or a math project as a result of the learning done in a given class.

The Social Studies, Science and English curriculum are organized two ways. First, there are five thematic teaching groups (called clusters) in which these three disciplines are organized. In these clusters, the theme connects all three subjects. Math is organized in a sequence: Pre-Algebra (if needed), Algebra, Geometry, Intermediate Algebra, and Precalculus/Calculus (not all students). In the World Civilizations cluster,

students learn about various peoples through their Earth Science, English and Social Studies classes. For example, in Social Studies, students do a research project on an ancient civilization such as the Yourouba; in Earth Science, students do a project on rocks and minerals and discover how rocks can be used to tell us about ancient people; and in English, students write a literary essay after reading a book on the challenges of city life and modern civilization. The other four clusters have themes as well and also tie together curriculum from the three main subjects. These clusters are based on curricular themes that resemble their names. The other clusters are Origins and Perspectives, Evolutions/Revolutions, Systems and Structures/Equalities and Inequalities, and Senior Institute. Students who enter M.I.H.S. as freshmen must pass four of these clusters in order to graduate.

It often takes students longer than four years to graduate from M.I.H.S. Whenever a student does not pass a class solely on the basis of a low level of English, he/she will receive an N.E. grade. This "New Entry" grade does not award the student credits, but also does not negatively affect a student's grade point average.

The second way that the curriculum at M.I.H.S. is organized is by level. Our school is organized into three levels. Students move up from one level to another after acquiring the necessary skill, knowledge and English to move on. Not only do students need to pass their course in order to be promoted, but they also need to pass a written portfolio and presentation. Level One includes both the Origins and Perspectives and also the World Civilizations clusters. Students need to have at least a year of high school credits, pass their cluster portfolio and demonstrate that their English is proficient enough to start Level Two work in order to move up to Level Two. Level Two includes both the Evolutions/Revolutions and Systems and Structures/Equalities and Inequalities clusters. Students need at least three years of high school credits and to pass their cluster portfolio in order to move up to Level Three. Level Three is the Senior Institute cluster only. To graduate from Senior Institute (Level Three) and M.I.H.S., students need to pass a senior portfolio and presentation and to have four years of the appropriate high school credits. In addition, all M.I.H.S. students are required to pass English Language Arts State Regents Exam.

The instruction at M.I.H.S. is student centered. While teachers do give notes and tests, much of the learning comes from the students themselves. By doing projects, performing experiments, acting in a role-play, or researching a phenomenon students learn skills and content and about themselves. The teacher's main role is to be a facilitator. The teachers make sure that students are focused on the task at hand, while the students are experiencing learning firsthand.

Classes at M.I.H.S. are small. They have between 18 and 27 students. Most classes are over 70 minutes to allow students to maximize what they can experience in a given class. Three or four teachers teach the same 70 students each day. This allows teachers to get to know their students and to work together to best teach and support these students. Students often work in groups. These groups are designed to help them to learn English better, a particular topic or skill and/or to get to know and work with others.

Manhattan International offers several electives. These electives are given during the four main academic classes. Some electives are offered once a week during a particular class, while others are completely built in to a certain course curriculum. Some electives currently being offered are Technology, Project Adventure (Physical Education+ Team Building), Art, Music and Personal and Career Development (P.C.D.).

M.I.H.S. also teaches values and social attitudes. The school culture encourages students to appreciate diversity. Many of the projects that students do are done in groups. This group-work allows the students to speak and learn through their teachers and their peers. Teacher facilitated discussions help students to understand each other's opinions and discourages intolerance. In P.C.D., students write journals in which they are asked to explore their own value systems. In this class-as well as others-students learn how to get along in groups and often make friends across cultures, races and religions.

Students at Manhattan International High School graduate by portfolio and also by passing the required Regents exams. During their senior year, students put together a collection of their best work. This includes a research paper, a literary essay, a science experiment, a math project, a creative piece, a native language project and a work experience/internship/resume piece. After writing reflections on their high

school experience as well as on each piece in their portfolio, students hand in their portfolios to be evaluated. If a student passes the written portfolio, he/she must present and defend his/her work at an oral presentation

- What are the parents' of M.I.H.S. students responsibilities in terms of supporting their children's learning?

Parents play an essential part in the education of students at M.I.H.S. Their support of their children and of the school is vital to its very success. Parents are involved in their children's learning through monitoring their attendance, discussing school and schoolwork, visiting with teachers and participating in school functions and events.

It is a parent's responsibility to ensure that a child arrives to school on time each and every day that he/she is well enough to come. In the event of illness or in an emergency, parents inform the school in writing of the reason for the absence. While M.I.H.S. staff informs parents of latenesses and absences, it is the parent only who can truly monitor the situation from the home.

M.I.H.S. parents talk to their children about school and what they have learned. Parents ask their children about homework assigned and check to see that it is was completed. M.I.H.S. parents discuss with their children events at school, teachers and the work that they are doing in class. If parents have questions about a particular project or assignment, they can call the school. Whenever they need homework help, they can call the U.F.T. (teachers' union) Homework Help Hotline at (212) 777-3380 which has help in many different languages.

Parents can support their children's learning. By providing their children with a quiet place and time for studying, parents help to create an environment at home that encourages studying and learning. Parents can also help their children by supporting Native Language learning. Not only do parents speak to their children in their native languages, they can also provide reading and writing opportunities in that language. Parents can model for their children by reading to them. Parents of M.I.H.S. students also help reinforce the positive values and social attitudes that are encouraged in school. Being the role models that they are, M.I.H.S. parents support their children by spending time with them.

M.I.H.S. parents come to parent-teacher conferences to meet with teachers to discuss their children's progress. Parents also come to school to meet with teachers of principals at other times when the need arises. Many parents come to special events and cultural functions. It is the parent's responsibility to make sure that their children are provided with the basic necessities needed in order to function in school. Parents make sure that their children come to school clean, dressed properly and healthy.

- How is the essential on-going communication between school staff and parents maintained?

The partnership between parents and school staff is vital to M.I.H.S.'s success. Communication is the key to this partnership. Because Manhattan International's parent population is extremely diverse in terms of both culture and language, they are not especially easy to reach. Both written and oral communication in English and other languages need to be used in order to reach M.I.H.S. parents.

Parents can call the school at (212) 517-6728. Teachers at M.I.H.S. speak many languages and it is often fairly easy to get an interpreter. However if someone who speaks English well is available at the parent's home, it is advised that this person be near by when a parent-who doesn't speak English-calls the school. Parents can ask for a particular teacher, guidance counselor or administrator when they call. If that person is not available, they can leave a message with their name, their child's name, a phone number and the best time to return the call. At the start of a child's education at M.I.H.S., parents and students are encouraged to attend an orientation. At the orientation, students and parents get to meet with faculty and experience a sample class. Parents are given information-often in several languages-about school policies. Parents are also encouraged to join the parent association.

During the school year, parents are informed of monthly events via the parent calendar, which is sent home through students once or twice every month. Through this calendar, parents are informed of holidays, special events, parent/teacher conferences and deadlines (end of marking periods, etc.).

Throughout the entire school year, teachers call parents (and sometimes parents call teachers) to discuss student progress. Sometimes, parents are asked to come in for a visit to discuss a particular concern with teachers, counselors and/or administrators.

Twice a year, parents are invited to meet with all of their children's teachers at Parent/Teacher Conferences. It is during these two days, that teachers and parents discuss student performance, progress and needs. Often, progress reports are given out at these meetings. If a student is to receive a progress report but his/her parents do not come to the Conferences, his/her progress report will be mailed to the parents. The progress report describes a student's progress and areas in need of improvement.

Four times a year, parents are given their children's report cards. Report cards from M.I.H.S. include grades, simple ratings and narrative descriptions which all describe a student's academic performance. Oftentimes parents are required to pick up the report cards up in person. Otherwise, they are sent home.

During the year parents are invited to events. Multicultural day and graduation are two examples. Parents are also repeatedly encouraged to participate in the parent association.

Manhattan International would like to expand and improve its relationship with parents. There are several objectives that would help M.I.H.S. to reach this goal.

M.I.H.S. is hoping that parents will use the school to access to information.

- Our guidance counselors could provide to each cluster team a list of community organizations that have activities and internships.

M.I.H.S. would like to reach more parents through well-planned and productive meetings. We are currently considering two ideas for parent meetings. One involves having parental meetings in various language groups. These group meetings could occur four times a year. They would enable parents to become more informed-and to contribute to a discussion about policies, levels, grades and other issues. Another involves the offering of mini-school nights. During these evenings, parents will follow a schedule similar to their child's. During "classes", they will learn about curriculum and projects that their children are working on. They will meet their children's teachers and be able to ask questions about all of their children's classes.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

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No Child Left Behind requires that schools fulfill their responsibilities based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. The Manhattan International High School has abided by these principles since our founding in 1993. We are a school of choice. Parents and students learn about our school from various sources, mainly from guidance personnel, high school admissions and by word of mouth. Admission to our school is by informed choice provided the student meets our criteria: fewer than four years residency in the United States, a home language that is something other than English, and designation as either a beginning, intermediate, or advanced speaker of English as a result of their scores on the New York State English as a Second Language Assessment Test (NYSESLAT). Once a student has been admitted, he or she remains at the school for their entire high school careers and will receive a regular New York City High School Diploma.

Our needs were determined through analysis of our Fall 2008 and Spring 2009 scholarship reports; cluster team deliberations; discipline meetings; discussions held by our school's governing bodies: the Coordinating Council and the School Leadership Team; conversations conducted with our two guidance counselors and our parent executive board. The Coordinating Council which is composed of every constituency of our school: teachers representing each of our interdisciplinary cluster teams, guidance, parents, students and administrators, meet every Tuesday after school to address policy and governance issues and concerns. The School Leadership Team, which is composed of four parents and four school staff members meet every second Wednesday of every month.

Upon review of our report cards for the final marking period of Spring 2009, we had an overwhelming number of students receiving an "L" or no credit for major subjects. Fully 1/3 of our students received Promotion in Doubt or negative Progress Report letters sent home. The reasons were many but the most prevalent ones were the students' inability to complete projects or activities on time, poor literacy or computational skills and/or lack of self-discipline. It is clear that many of our students need additional support outside the school day to be able to complete their work and meet the standards expected of them. This year we have provided various options for students who needed assistance. First, we reinstated our Saturday Academy and expanded it to include both math and literacy. We continued our extended day and tutoring program, which included both after school and zero period classes. Both were well attended and highly successful in moving our students towards proficiency in English and mathematics.

We have maintained a historically high attendance rate over the past fifteen years and this school year has been no exception; our attendance rate as of the end of June 09 is 92.6%. Our dropout rate has remained below 5% and our college acceptance rate has always hovered around 90%. We will continue to maintain or surpass these rates during the 2009-2010 school year.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all ten International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met.

At Manhattan International, two of the underpinnings of our instructional philosophy are heterogeneous grouping and content-based ESL methodology. Students are programmed into grade level "clusters" comprised of 3 classes or "strands" taught by a team of one teacher in each of four disciplines, English, Math, Science, and Social Studies. There are two ninth grade clusters, and one each at the other three grade levels. All students, including ELL SIFE and long term ELL students, receive intensive, content based ESL throughout their four years at MIHS. The educational principles of MIHS include an approach to curriculum that is student centered, inquiry driven and project based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource.

Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic contexts. We have been offering before school numeracy classes, after-school tutoring, and a Saturday program for ELL SIFE students. We have also been offering parent classes for the parents of SIFE students and other interested parents. We also provide a summer institute for incoming and repeating 9th graders. This summer institute is used to introduce students to MIHS, to evaluate level of student preparation, and to identify SIFE and other students in need of academic intervention. By identifying students prior to the start of school, we will be able to offer students academic intervention from the beginning of the school year and to program the students appropriately. We have been offering college preparation classes for long term ELL students in 11th and 12th grade. For students reaching proficiency we will offer priority in before/after school programs, tutoring, and Saturday programs, as well as programs connected with Baruch College (College Now Program) Hunter College(College Now Program), BMCC (Science and Technology Entry Program), Columbia University (Double Discovery Program), City College (Science, Technology, Engineering and Math Program) and LaGuardia CC (Summer Intensive English Language Program).

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See # 2 Part A above

- o Help provide an enriched and accelerated curriculum.

See # 2 Part A above

- o Meet the educational needs of historically underserved populations.

See # 2 Part A above

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See # 2 Part A above

- o Are consistent with and are designed to implement State and local improvement, if any.

See # 2 Part A above

3. Instruction by highly qualified staff.

All of our teachers are licensed in the area they teach.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All staff development programs at The Manhattan International High School are planned by a faculty committee. In the 2007-2008 school year MIHS engaged in joint staff development projects with our sister schools: Brooklyn IHS, Bronx IHS, IHS at Prospect Heights, Flushing IHS, IHS at LaGuardia Community College, and IHS @ Lafayette all members of Internationals Network for Public Schools, and plan to do so again in the 2009-2010 school year. We believe the best staff development must be ongoing and must be performed by fellow practitioners. As part of the Children First Network #1, our school planned staff development in the area of mathematics and literacy, looking at best practices and developing curriculum.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Manhattan International has a personnel committee that screens resumes and participates in hiring fairs throughout. Resumes are also distributed to us from the International Network for Public Schools nationwide.

6. Strategies to increase parental involvement through means such as family literacy services.

We publish a monthly Parent Newsletter, invite speakers to PTA and SLT meetings and have offered an ESL class for parents. The Parent Coordinator and the Support Services Coordinators work with the Parent Association to clarify the role of parents in governance and to present information on our school, its instructional program and assessment models and to inform parents about the available support and facilities in their community.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

At Manhattan International, teachers of the same academic discipline (math, science, social studies or English) meet to support each other in areas of common interest. They discuss how to best prepare students for all assessments (including the Regents) and work on curriculum and project development. Teachers of the same discipline meet to ensure that the four-year curriculum for MIHS is comprehensive and effective. They also give each other support and feedback.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them.

- **Literacy elective** – During our tri-weekly elective periods, our SIFE students and newest ELLs are mandated for our Literacy Selective, where they receive explicit academic literacy instruction in a classroom setting with an ESL-certified teacher. This class is taught in English.
- **Numeracy elective** – In addition to our Literacy Selectives, we have a Numeracy Selective where SIFE students with low math skills will be mandated for tri-weekly numeracy support in a classroom environment. This class is taught in English.
- **Saturday Academy** – focuses on Literacy and Math targeting ELL's in the lowest third.
- **Regents Prep** – older ELL's who have not passed the ELA regents are mandated for a tri-weekly regents prep class.
- **Literacy Class** – targets SIFE and students lacking literacy skills in both L1 and L2 in small class setting. This class is offered daily and taught in English.

□

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

Title I, Title I ARRA SWP, Title III LEP, Part 154. These resources will be utilized to: reduce class size, hire ESL Teachers for language development, Professional Development Literacy workshops in English and Math, Curriculum writing to meet the needs of our ELL's, Parent ESL classes, Parent involvement activities.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$250,217	True	Pages # 17-23
Title I, Part A (ARRA)	Federal	Yes			\$86,965	True	Pages # 17-23
Title III	Federal	Yes			33,340	True	Pages # 17-23
IDEA	Federal	Yes			\$488	True	Pages # 17-23
Tax Levy	Local	Yes			1,679,578	True	Pages # 17-23

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Not applicable.
2. Please describe the services you are planning to provide to the STH population.
 All students at MIHS have equal access to all programs and services.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
Not Applicable
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_02M459_020411-112235.doc

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

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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 106	District 02	School Number 459	School Name Man Int'l HS
Principal Alan Krull		Assistant Principal Gladys Rodriguez	
Coach none		Coach none	
Teacher/Subject Area Nina Kogut- Akkum/ESL		Guidance Counselor Michelle Spiezia	
Teacher/Subject Area Rodica Tenenbaum/ESL		Parent Olga Calderon	
Teacher/Subject Area Moses Ahn/ESL		Parent Coordinator Chantal Perullo	
Related Service Provider none		Other	
Network Leader Cyndi Kerr		Other	

B. 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	7	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	320	Total Number of ELLs	239	ELLs as Share of Total Student Population (%)	74.69%
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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.

Paste response to questions 1-6 here

1. All students admitted to Manhattan International High School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available), and then take the LAB-R within ten days of admission.

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	Michelle Spiezia	Licensed Guidance Counselor
	Chantal Perullo	Parent Coordinator
	Gladys Rodriguez	Licensed Assistant Principal
	Alan Krull	Licensed Principal
LAB-R	Gladys Rodriguez	Licensed Assistant Principal

Formal initial assessment

in literacy, math, English All classroom teachers Licensed ESL and/or content area teachers

All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

2. The Parent Coordinator and a licensed pedagogue are responsible for taking the following steps:

- All parents are invited to attend any of a series of meetings to view the video and ask questions about the option. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.
- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information is also sent home with students describing the three program choices.

3. Most of our students are enrolled through the NYC High School application process. We distribute the Program Selection information to most parents at orientation sessions in August and September. We do, however, accept over the counter students during the summer and throughout the school year. Those families receive the Program Selection documents and see the video at the time of enrollment. As Program Selection forms are submitted, copies are made and filed in students' guidance folders. The originals are kept in a folder in the main office. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If all Program Selection forms have not be submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.
4. Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program. Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.
5. Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. Our parents have requested Free-Standing ESL.
6. The program models at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	
	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														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	239	Newcomers (ELLs receiving service 0-3 years)	181	Special Education	2
SIFE	115	ELLs receiving service 4-6 years	55	Long-Term (completed 6 years)	3

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	181	78	1	55	32	0	3	1	1	239
Total	181	78	1	55	32	0	3	1	1	239

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
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										25	19	15	16	75
Chinese										39	1	7	4	51
Russian										0	0	0	0	0
Bengali										3	3	1	3	10
Urdu										1	1	0	0	2
Arabic										5	2	0	1	8
Haitian										0	1	0	0	1
French										8	8	4	4	24
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0

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
Polish										0	0	2	0	2
Albanian										0	0	0	0	0
Other										13	16	9	3	41
TOTAL	0	94	51	38	31	214								

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 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).
 - e. Describe your plan for ELLs identified as having special needs.

1a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students.

b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least one teacher who is licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies.

3. All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge

4. (a-e) Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all ten International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level,

age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

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

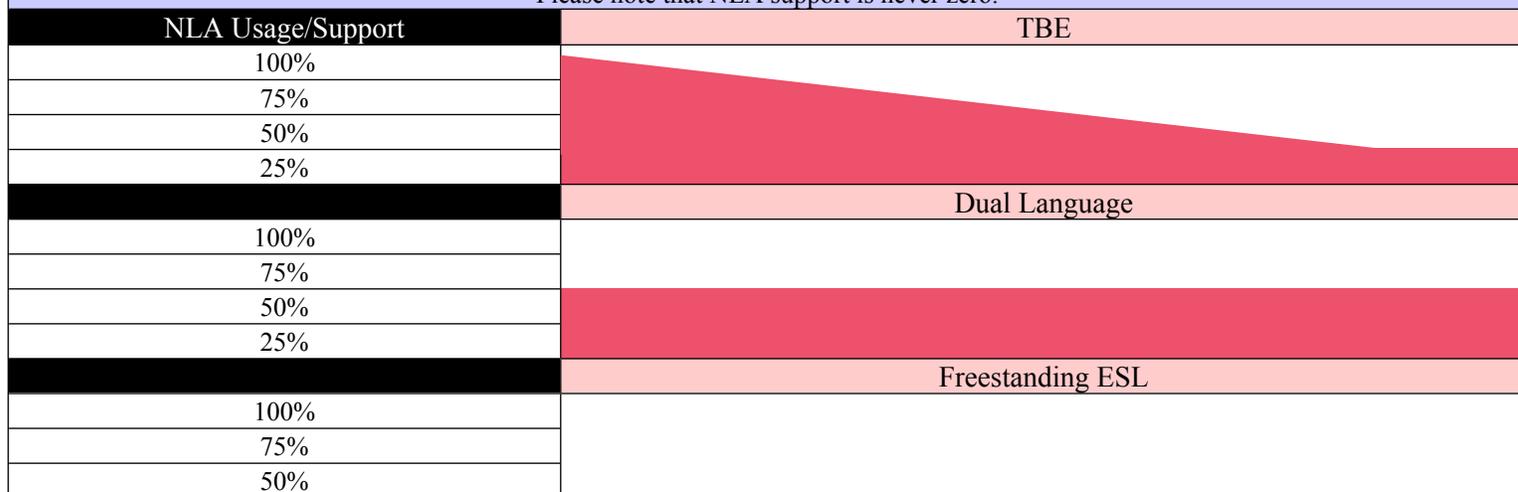
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Arts and Native Language Support

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them.

- Literacy elective – During our tri-weekly elective periods, our SIFE students and newest ELLs are mandated for our Literacy Selective, where they receive explicit academic literacy instruction in a classroom setting with an ESL-certified teacher. This class is taught in English.
- Numeracy elective – In addition to our Literacy Selectives, we have a Numeracy Selective where SIFE students with low math skills will be mandated for tri-weekly numeracy support in a classroom environment. This class is taught in English.
- Saturday Academy – focuses on Literacy and Math targeting ELL's in the lowest third. These classes are taught in English.
- Regents Prep – older ELL's who have not passed the ELA regents are mandated for a tri-weekly regents prep class.
- Literacy Class – targets SIFE and students lacking literacy skills in both L1 and L2 in small class setting. This class is offered daily and taught in English.
- Before/After School Tutoring – content area teachers provide support to SIFE and long-term ELL's in small group settings once a week for one hour.

6. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Our instructional model, the "Internationals Approach," insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all

of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency.

7. We have added a Science component to our Saturday Academy. The class targets long term ELLs who are struggling in science.

8. No programs will be discontinued.

9. Since close to 75% of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- SAT Math Prep
- SAT Verbal Prep
- Student Government
- Human Rights Club
- Yearbook
- Regents Prep
- NY Cares
- Big Brothers Big Sisters
- The Jewish Museum
- The Museum of Natural History
- Exploring Program
- Cooper Union
- Interscholastic Sports Teams
- Intramural Sports

10. Teachers develop curriculum using a wide range of materials, examples include texts on different grade levels, resources from the internet and library, networking with colleagues at other International High School’s, access to the International Network for Public Schools teacher resource database, and the ARIS teacher network database. All students have access to a variety of technologies, including a computer lab, wireless laptop computers (our school has wireless access in all classrooms and students use the Internet to access resources), Alpha-Smart word-processors, digital voice recorders, digital cameras and video cameras. Students use various web-based software programs such as Achieve 3000, Destination Math, Learningupgrade, and Rosetta Stone.

11. All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel. We also have a wide selection of fiction and non-fiction native language books in our library.

12. Yes. All of the required services for high school-aged ELLs are available to our students.

13. Prior to the start of the school year, new students are assigned to heterogeneous teams (or clusters) with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

14. Spanish, French and Italian have been offered as electives throughout the school year.

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)?

NA

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. Staff development is critical to the success of our school. Each instructional team, teachers as well as paraprofessionals, are responsible for examining its own teacher-generated curricula and practices. Each team makes sure that the material is aligned to the state standards and also meets the vision of our school. Staff development sessions are scheduled each Tuesday afternoon where each cluster team meets to discuss student needs as well as problems and solutions within their own cluster. On the last Tuesday of every month, each cluster is asked to present a problem of their choice and elaborate on how they arrived at an appropriate and workable solution. Topics include how to insure rater reliability in assessing literary essays, helping students with low literacy skills, scaffolding content area activities for ELL's, developing assessment rubrics, differentiating instruction for heterogeneous classes, using technology to support instruction, academic intervention strategies. Professional development is also provided by the Internationals Network for Public Schools through a two day network summer induction institute for all new teachers, a network professional development day in the fall, new teacher toolkit with exemplary videos and curriculum, and intervisitations. All staff, including administrators, teachers, guidance counselors, and paraprofessionals attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas and are encouraged to attend workshops with QTEL and other OELL offerings, which highlight best practices, scaffolding and differentiation, for working with ELLs in the content areas. Teachers are also given the opportunity to do in-house class visits to foster collaboration among colleagues and discuss pedagogical strategies. Content area teachers have common planning time which enables them to discuss and share curriculum, work on inquiry projects and discuss student outcomes.

2. see above response.

3. Since all staff participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities.

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. Orientation sessions about our program, philosophy, vision, and future plans are held in late August, or the beginning of September (fall term), and February (spring term). We require that parents attend these meetings in person. In mid-October and mid-March, a written progress report (in advance of report cards) is sent to all parents to inform them of their children's academic progress. This report provides

an opportunity for the faculty to work with parents on recommended corrective actions that can help the student excel. The parent association leadership also meets with the principal and assistant principal on a monthly basis. Together we have discussed, planned, and organized activities such as International Cultural Festivals, informational workshops on language acquisition, how parents can help their children learn, immigration law, acquiring medical insurance, etc.

2. The International Network for Public Schools provides a wide range of resources for our ELL parents as well as other organizations such as The International Rescue Committee and The New York Immigration Coalition.

3. Parent needs are addressed at PTA meetings, SLT meetings, through results of the DOE Learning Environment Survey, and on an individual basis.

4. Parent involvement activities are developed based on the results described in the answer to question three above.

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)	0	0	0	0	0	0	0	0	0	40	1	2	0	43
Intermediate(I)	0	0	0	0	0	0	0	0	0	48	45	25	10	128
Advanced (A)	0	0	0	0	0	0	0	0	0	4	10	9	20	43
Total	0	0	0	0	0	0	0	0	0	92	56	36	30	214

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	14	0	0	0
	I	0	0	0	0	0	0	0	0	0	43	28	23	8
	A	0	0	0	0	0	0	0	0	0	27	18	9	15
	P	0	0	0	0	0	0	0	0	0	13	20	30	28
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	39	1	1	0
	I	0	0	0	0	0	0	0	0	0	48	38	16	5
	A	0	0	0	0	0	0	0	0	0	6	14	16	19
	P	0	0	0	0	0	0	0	0	0	4	13	30	27

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									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	17		17	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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								

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:

transparent. Intensive interviews are helpful in identifying students who have had gaps in their education. Native language writing samples can be useful for identifying a student who is preliterate in L1, but it is difficult to determine grade level of a student whose language we do not know. We have found that lack of math skill is highly indicative of interrupted education. There are a finite number of reasons that a student entering high school would not be able to multiply 2 digit numbers or understand fractions. Accordingly, we have developed a math assessment tool that uses minimal language so that it identifies only those students who have difficulty with math due to inadequate preparation, rather than those who cannot understand the questions due to minimal English. We also administer the DOE's ELL Periodic Assessment each semester to monitor progress of all our ELL's. These data help provide teachers with the information needed to properly differentiate their content area, project-based curricula.

2. Analysis of overall NYSESLAT proficiency results indicates that proficiency in English improves consistently as students move from 9th to 12th grade. The majority of our 9th grade ELLs are at the beginning level. Generally, most of our students move into the Intermediate level by 10th grade, some to Advanced, and to a lesser degree, become Proficient.

3. Clearly, the majority of our students do better on the NYSESLAT each year, supporting the Internationals Approach implemented at our school. In reviewing the NYSESLAT modality scores overall our students score better in Listening/ Speaking than in Reading/Writing. Weaknesses tend to be in usage of grammar and tenses in the writing section. They have problems with the reading section when the reading becomes too technical. Focus must be on basic cognitive reading skills, vocabulary, and on using language glossaries to improve understanding of key terms. We need to continue to support our students and increase their vocabulary, higher order thinking skills, and conceptual skills. We need to continue to concentrate on developing cognitive reading and writing skills across the curriculum and disciplines.

4.a See answer to question one of this section (above); we do not give tests in the native language.

b. Our school, along with all of the International High Schools in NYC, were granted the opportunity to develop our own DYO Formative Assessment tasks and rubrics. The student work produced is analyzed by groups of teachers to look at language development for particular students as well as for general student trends. An analysis of formative assessment scores and ELA Regents performance has shown a correlation – our DYO Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier.

c. Our students score higher on listening and speaking components. Skills are lacking in reading and writing.
No assessments done in the native language – see part b above.

5. N/A

6. The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate
- Course pass rate
- Regents pass rate
- Portfolio pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate
- NYC Progress Report
- NYS Accountability Report Cardresponse to questions 1-6 here

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.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Manhattan International High School					
District:	2	DBN:	02M459	School		310200011459

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.5	92.6	92.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	114	119	125				
Grade 10	72	74	67				
Grade 11	57	62	66				
Grade 12	65	54	62				
Ungraded	0	0	0				
Total	308	309	320				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.5	91.9	95.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	84.8	94.4	90.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	13	15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	42	64	28

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	4	3	5
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	0
Number all others	1	2	2				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	207	220	TBD	Number of Teachers	22	22	21
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	9	9	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	0	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	14	23	65	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.3	81.8	76.2
				% more than 5 years teaching anywhere	54.5	63.6	81.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	86.0	91.0	100.0
American Indian or Alaska Native	0.3	0.0	0.0		97.0	100.0	100.0
Black or African American	14.9	17.5	14.7				
Hispanic or Latino	43.2	41.4	36.9				
Asian or Native Hawaiian/Other Pacific	25.3	24.3	33.4				
White	16.2	16.2	15.0				
Male	50.6	49.2	48.8				
Female	49.4	50.8	51.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	v
Math:		Math:	
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v		v	67
Ethnicity							

American Indian or Alaska Native						
Black or African American				-		-
Hispanic or Latino				-		
Asian or Native Hawaiian/Other Pacific Islander				-		-
White				-		-
Multiracial						
Students with Disabilities						-
Limited English Proficient				v		
Economically Disadvantaged				v		
Student groups making				3		1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	70.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	13.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	14.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	42.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf