



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE MANHATTAN INTERNATIONAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M459

PRINCIPAL: GLADYS DORILDA RODRIGUEZ

EMAIL: GRODRIGUEZ2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gladys Dorilda Rodriguez	*Principal	
Rose Golder-Novick	*UFT Chapter Leader	
Marietou Bah	*PA/PTA President	
Mahmudda Tabassum	Student Representative	
Marina Stojanovic	Student Representative	
Taso Tavberidze	Member/Elected Parent	
Josefina Garcia	Member/Elected Parent	
Araceli Parada	Member/Elected Parent	
Nelly Choueiri	SLT Chairperson/Elected UFT	
Cinzia Bontempo	Member/Elected UFT/SLT Secretary	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

“Strengthen the practice of providing feedback to teachers using a unified research based framework so that identified strengths, weaknesses and next steps build further consistency in effective teacher practice.” 4.1 (from the 2011-2012 Quality Review Report, p.5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, 70% of teachers will show signs of professional growth through improvement on a research based framework tool used in classroom observations and achievement of annual pedagogical goals.

Instructional strategies/activities

70% of teachers will show signs of professional growth through improvement on research-based framework tool used in classroom observations and achievement of annual pedagogical goals. In order to achieve this, the principal will:

- Provide teachers with the opportunity to self-assess their pedagogical capacity through use of a research-based framework.
- Use this same framework to guide classrooms visits regularly throughout the school year (November 2012 through June 2013).
- Conduct 4 classroom visits to all teachers.
- Conduct 6 classroom visits to teachers with 5 or less years of experience throughout the course of the school year at regular intervals (November 2012 through June 2013).
- Provide feedback both orally and through a teacher development plan, which teachers will use to improve performance as well as select targeted external professional development opportunities through the Internationals Network for Public Schools and other approved vendors/conferences.
- Assess overall teacher growth at the end of the year based on progress as evidenced through comparison of research-based framework tool results throughout the course of the year.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Title I funds will be used to pay for external professional development services provided by the Internationals Network for Public Schools (INPS), including workshops on all aspects of the Internationals Approach, the set of pedagogical beliefs and practices espoused by all 15 of the city's International High Schools, including MIHS. Title III funds will be used also to pay INPS for administrative support in developing, implementing, and documenting the various observational and teacher development plan tools used to fulfill this goal.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

NYCDOE Instructional Expectations for 2012-2013

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum 3.4 Teacher collaboration
 3.3 Units and lesson plans 3.5 Use of data and action planning

Annual Goal #2

By June 2013, 90% of teachers will align two units of study with the CCLS in response to student learning needs.

Instructional strategies/activities

90% of teachers in core subject areas (Mathematics, English Language Arts, Science, and Social Studies) will develop and implement two Common Core aligned units of study that:

- incorporate activities which meet Reading Informational Text Standards 1 & 10 and Writing Standard 1 (Science and Social Studies)
- incorporate activities which meet Speaking/Listening Standard 1 and Language Standard 6 (English Language Arts)
- incorporate activities which meet Mathematical Practices 3 and/or 4 (Mathematics)

Discipline teams meet during common prep times and at bi-weekly after school meetings to:

- work collaboratively on incorporating targeted standards into CCLS aligned units of study
- analyze student work to determine skills gaps and adjust curriculum accordingly
- provide each other feedback on proposed CCLS units of study

Principal will meet with Discipline leaders monthly to assess progress of implementation across the school. Instructional Coach from the NYC Writing Project will guide teachers in meeting these goals through classroom and curriculum support.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:
X Title I Priority/Focus SWP

Service and program coordination

Title I funding will be used pay for ATLAS, a web-based curriculum management tool, which standardizes the way in which curricula is mapped and allows administration and peer faculty members alike access to teacher-generated curricula for analysis, feedback, and revision.

Title I Priority/Focus funds will also be used for teacher per session, for teacher teams, to meet after school from February to June to ensure that unit and lesson plans are aligned to the Common Core Learning Standards.

Title I Priority/Focus funds will be used to pay a part-time instructional coach from the New York City Writing Project (Curriculum and Staff Development OTPS), who will work with faculty on curricular alignment with the Common Core units of study.

Service and program coordination

Title I funding will be used to pay interdisciplinary teaching teams per session for the following activities:

- Meetings with administration for logistical planning of assessment activities to take place within each teaching team
- Rubric and benchmark editing as a result of team meeting decisions
- Preparation for teaching team meetings – gathering of student work, agendas, and minutes (after each meeting)

P/F Funds will be used to purchase an online educational program which will:

- document instructional plans, interim goals and overarching grade level learning goals for all students.
- track and monitor periodic and classroom assessments

Service and program coordination

Title I Priority/Focus funds will be used to contract external organizations that will work with students to address their social-emotional needs. (YMCA/Educational Consultants)

Title I Priority/Focus funds will be used for teacher per session to afford weekly mentoring services for students.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

NYCDOE Learning Environment Survey Parent Responses: Communication questions

- “How often during this school year have you received information about what your child is studying in school?” – 41% of parents responded “once every few months” or less frequently
- “How often during this school year have you been invited to a workshop, program, performance, or other event at your child’s school?” – 66% of parents responded “once every few months” or less frequently
- “The school contacts me to tell me about my child’s achievements and successes” – 9% of parents disagreed or didn’t know

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

10% of MIHS parents will attend the first ever MIHS Open School Week (by June 2013), whereby parents will have the chance to attend class with their child in order to better understand the pedagogy of the school as well as become better acquainted with faculty and staff.

Strategies to increase parental involvement and engagement

In order to make the first MIHS Open School Week successful, we will:

- Hold Open School Week (April 8-12) a few weeks after Open School Night/Afternoon so that concerned parents can follow up with teachers and administration on recommendations made during the evening conferences
- Highly publicize the event, including: mailings, backpacked notes, and School Messenger automated phone messages, all of which will be communicated in students’ and families’ native languages
- Get parents and other family members to RSVP so that we know what to expect in terms of attendance and plan accordingly (food, Metrocards, extra chairs in classrooms, etc.)
- Inform parents about additional supports and programs for their children, in order to increase student achievement

Budget and resource alignment

- Indicate your school’s Title I status: XSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy x Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

In order to make the first ever MIHS Open School Week successful, we will utilize the following resources (with Title I funding):

- School Messenger – phone system used to contact parents about school events and student progress in both English and the native languages of students
- Metrocards – we will distribute these in order to eliminate transportation costs for parents wishing to attend
- Food – light snack to be offered for participating parents

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. Recent immigrant English Language Learners receive after-school tutoring in English, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes.	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on their portfolios weekly.	More individualized attention during class periods and in tutoring after school. All students who require extra support for the ELA exam receive after-school Regents prep (11 th and 12 th grade)
Mathematics	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students.	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on their portfolios weekly.	More individualized attention during class periods and in tutoring after school.
Science	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students.	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on their portfolios weekly.	More individualized attention during class periods and in tutoring after school. Students also have a chance to receive assistance in this subject during the Saturday Academy.
Social Studies	All students receive extra	Students' language is developed in all	More individualized attention during

	academic assistance through increased individualized attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students.	content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on their portfolios weekly.	class periods and in tutoring after school. Students also have a chance to receive assistance in this subject during the Saturday Academy.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One-to-one, girls' and boys' group counseling	During school day/after school

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

MIHS recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools' student populations. Our network also has its own in-house student apprentice program, I-START, in which the certification program curriculum (developed in conjunction with Long Island University) and student teaching practicum are aligned with the pedagogical philosophy of the Internationals Network for Public Schools, called the Internationals Approach. All I-START teachers-in-training work side-by-side with a mentor teacher in an International High School throughout their apprenticeship year. By the end of the year, they are deemed eligible by the NYCDOE to work as full-time teachers within the public school system. Many of these new teachers find positions within on the city's 15 International High Schools. Through this innovative program, the International High Schools "train their own" new teachers. MIHS' newest teacher is a graduate of the first I-START cohort.

MIHS' rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. The Coordinating Council, MIHS' ruling body, is comprised mainly of representatives from each of the school's interdisciplinary teaching teams, but also includes representatives from guidance, administration, students and parents. Thus teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Further, professional growth of all pedagogues is fostered on two levels: bi-weekly subject area discipline meetings and weekly interdisciplinary grade level team (called Clusters) meetings. During common prep periods, all teachers of the same subject area discipline meet every other week and follow protocols designed by the National School Reform Faculty (NSRF) in order to analyze and provide feedback on each other's curriculum, with a critical eye towards meeting the tenets of the Internationals Approach, as well as the school-wide goals as informed by the Danielson framework. Teachers also meet in their Cluster teams weekly in order to discuss student progress. They also use NSRF protocols in order to examine the work of their mutually shared students. In this way, all of a student's teachers come together to discuss his or her progress, as well as look for broader patterns in student learning that can be altered to improve student achievement. Because each Cluster Team contains at least one ESL-certified teacher, each Cluster Team member, regardless of subject area certification, learns about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development through the Internationals Network for Public Schools. They provide workshops during the summer, Election Day, and at various times throughout the school year through after-school seminars and teacher intervisitations (peer observations at various IHSs). MIHS teachers also participate in discipline specific professional development workshops sponsored by the New York



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Gladys Dorilda Rodriguez, Principal

PARENT INVOLVEMENT POLICY

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;



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Gladys Dorilda Rodríguez, Principal

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Rello Anselmi/ Cyndi Kerr	District 02	Borough Manhattan	School Number 459
School Name Manhattan International High School			

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

Principal Alan Krull	Assistant Principal Gladys Rodriguez
Coach none	Coach none
ESL Teacher Nina Kogut-Akkum	Guidance Counselor Michelle Spiezia
Teacher/Subject Area Moses Ahn/ESL/Social Studies	Parent type here
Teacher/Subject Area	Parent Coordinator Chantal Perullo
Related Service Provider	Other
Network Leader Cyndi Kerr	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	8	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	326	Total Number of ELLs	236	ELLs as share of total student population (%)	72.39%
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Part II: ELL Identification Process

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

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

1. In order to identify English Language Learners (ELLs) in our school:

All students admitted to The Manhattan International HS from a junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. Only the families of new admits, from out of the state or, most frequently, from their native country, are administered the Home Language Identification Survey HLIS (in their native language if available). This includes an informal oral interview in English and in the native language of both the student and his/her parent/guardian conducted by a licensed and trained pedagogue. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required the students are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission. If the students native language is Spanish they are also administered the Spanish LAB within 10 days of initial enrollment. The cut-off score matrix in the LAB-R Memo is used to determine the student's ELL entitlement status. The students's LAB-R/Spanish LAB answer sheets are submitted to the Borough Scanning Center for assessment. The student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, LAB R and if necessary the Spanish LAB are:

- For the administration of the HLIS: Alan Krull, School Principal and licensed teacher works in conjunction with Gladys Rodriguez, Assistant Principal, fluent in Spanish, and licensed teacher, and Michelle Spiezia Guidance Counselor and licensed teacher.
- For the administration of the formal initial assessment in literacy, math, English (LAB-R): Moses Ahn and Nina Kogut-Akkum (licensed ESL teachers) work in conjunction with Gladys Rodriguez, Assistant Principal. When necessary, licensed pedagogues who speak the home language of the student and parent/guardian are enlisted to conduct the HLIS and informal interview. The NYCDOE Translation/Interpretation Office is utilized to assist in translation for all other languages.

All ELLs, as identified in on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school.

2. The Manhattan International High School makes every effort to stay in contact with all ELL Parents/Guardians. An explanation of all three program choices: Transitional bilingual, dual language and freestanding ESL occur at the following times: at an orientation for new students in the fall and during the interview process for all over the counter (OTC) students. Invitation letters are sent out (whenever possible in their preferred language) over the summer inviting parents to the orientation session. During the school year a monthly calendar is mailed to parents highlighting all meeting dates. The calendar is also posted on our school website. We also utilize a telephone school messenger system to keep parent/guardians informed of all key meeting dates. The school attempts to schedule these sessions at times convenient for the parents' in order to provide for maximum attendance. The orientation session is facilitated by licensed pedagogues, Gladys Rodriguez, Assistant Principal, spanish speaker; Michelle Spiezia, guidance counselor; Moses Ahn ESL

licensed teacher; Nina Kogut-Akkum, polish speaker, ESL licensed teacher. These pedagogues are assisted by other staff members who speak many of the native languages spoken by our families including, Arabic, French, Polish, Russian, and Portugese. In addition the DOE translation unit is used for support. During these meetings Parents/Guardians are informed of the program options their child is entitled to, have the opportunity to view the video and ask questions regarding each of the options. If parents/guardians wish to have their child enrolled in a different model then they are provided with information on other schools in our area which offer the other models.

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 the main office. The originals are filed in student's cumulative folders in the guidance 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 been submitted by the end of September, individual calls, in the native language using the DOE interpretation service, or by staff members who speak the family's native language, 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. Entitlement letters are distributed by mail during the fall semester to all parents/guardians of new entrants if they are entitled to ELL services. The guidance counselor, parent coordinator and the Assistant Principal coordinate are responsible for overseeing the process.

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. If a child is entitled to services based on the administration of the LAB-R, the parent survey letter and HLIS is reviewed by our guidance counselor, Michelle Spiezia, to ensure thst the parent/guardian choices are honored. A placement letter is then sent. Placement letter records are filed in the main office and maintained by our parent coordinator Chantal Perullo, and Assistant Principal Gladys Rodriguez. Continued entitlement letters are sent out by mail during the beginning of the fall semester. Copies are kept on file in the main office. 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. According to the HLIS and selection form data 100% of our parents choose the ESL model.

6. Alignment with parent requests:
The program models at our school are clearly 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

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

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														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	236	Newcomers (ELLs receiving service 0-3 years)	180	Special Education	1
SIFE	100	ELLs receiving service 4-6 years	48	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	180	61	1	48	18	1	8	2	1	236
Total	180	61	1	48	18	1	8	2	1	236

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino:
 Native American: ____ White (Non-Hispanic/Latino): ____ Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										36	17	18	18	89
Chinese										18	24	1	6	49
Russian										0	0	0	0	0
Bengali										4	4	3	1	12
Urdu										2	2	1	0	5
Arabic										5	4	1	0	10
Haitian										0	0	1	0	1
French										9	5	7	2	23
Korean										1	0	0	0	1
Punjabi										0	0	0	0	0
Polish										2	0	1	2	5
Albanian										0	0	0	0	0
Other										15	9	12	5	41
TOTAL	0	92	65	45	34	236								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- 1a. Instruction at our school is departmentalized, 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. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154.
3. All students take math, science, social studies, and ESL and/or English every year. Although the language that ESL/content area 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 focus of control for language is student-driven by the content and the students' needs, thus providing content area support for ELLs. 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. The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research based instructional approach utilizes 5 strategies which consist of heterogeneity and collaboration, experiential and project-based learning, language and content integration, localized autonomy and responsibility, and one learning model for all. In order to provide our students with native language support in the content area, we provide our students with bilingual dictionaries, native language texts as well as peer group support. The educational principles of the Manhattan International High School 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 provide 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 context.
4. ELLs are appropriately evaluated using the instructional strategies as described in question 5 (a-d) below.
5. (a-d) The vision of The Manhattan International International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond. We are committed to the following principles as written in our mission statement and exemplified by our practice:
- English Language Learners require the ability to understand, speak, read and write English with near native fluency to realize their full potential within an English speaking society.
 - In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and society.
 - Language skills are most effectively learned in context and embedded in a content area.
 - The most successful educational programs are those which emphasize high expectations coupled with effective support systems.
 - Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which individuals learn best, that is, from each other.
 - The carefully planned use of multiple learning contexts in addition to the classroom facilitates language acquisition and content area mastery.
 - The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design, curriculum development and material selection.
- 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:

A. Programming and Scheduling Information

- 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.

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 all ELL subgroups, receive intensive, content based ESL throughout their four years at MIHS. On Wednesday morning our schedule allows for cluster teachers to work with groups of students based on their specific area of need (SIFE, newcomers, ELL students with 4-6 years of service, LTE's with 6 years or more of service as well as ELL-SWD's). Teachers are able to focus on reading, writing, listening and speaking skills based on NYSESLAT scores, ELL periodic assessments, as well as data gathered in class and discussed during weekly cluster meetings. A variety of instructional materials are used such as laptops, library books, dictionaries, workbooks, headphones, and teacher generated activities. Rosetta Stone software is also used to supplement in class instruction to help improve and enhance reading, writing, listening, and speaking skills. 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(newcomer ELL's) 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). ELL's with 4-6 years of service are placed in appropriate classes to best meet their needs and continuing English language development. Teachers meet weekly in teams to discuss the needs of these specific students. ELL's with 4-6 years of service have a full program and receive all the same support structures as the rest of our ELL population. Long term ELL's receive ongoing support and mentoring. Long term ELL's who are with us beyond 6 years maintain a full schedule and receive the same support structures that are available to the entire student population including one on one tutoring, extended day classes, before/afterschool homework help, credit recovery, Saturday classes, and guidance support. Our teachers work in teams across content area and subject areas and meet regularly to discuss the needs of students in their respective subgroups.

6. All are met through our instructional program see #5 a-d above. The Guidance Counselor and Assistant Principal review all SWD's individual educational plans (IEP's) to ensure that all IEP mandates are met. Teacher teams meet with the School Based Support Team which includes the school psychologist, social worker, guidance counselor and Assistant Principal to determine the best instructional strategies to meet the needs of that particular student.

7. Additional support includes working one on one with a paraprofessional, small group instruction, before/after school tutoring, and Saturday Academy. All supports that are available to all our students are extended to ELL-SWD's. By utilizing instructional strategies as described in question 5. (a-d), and whatever is specified on a student's IEP, we are able to meet the diverse needs of all our ELL-SWDs.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. All 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, Math and Science 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 Wednesday mornings and taught in English.
 - Before/After School Tutoring – content area teachers in English, Math, Science, and Social Studies, provide support to all our students in small group settings once a week for one hour., however, we specifically target SIFE and long-term ELL's.
- Native language support is provided in all intervention programs through the use of bilingual dictionaries, peer student mentors and bilingual pedagogues.

9. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, as former 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. Formers ELLs continue to receive mandated testing accommodations for two years after they have tested out on the NYSESLAT.

10. We have added a Science component to our Saturday Academy. The class targets long term ELLs who are struggling in science and need added support based on data from progress reports and report cards.. We have implemented a new Wednesday schedule that will support intervention for all our ELL subgroups. Teacher teams will group students based on specific needs from data gathered in class, NYSESLAT/LABR, and periodic assessment data.

11. No programs or services will be discontinued pending any change in the budget.

12. Since close to 75% of our students are ELLs, and the remainder former ELL's, 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, the rationale for these classes is that all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English. All ELL's are invited to participate in the following activities:

- Saturday Program
- 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

Descriptions of these classes and programs are presented to students at school Town Hall meetings, in class, and through the guidance counselor.

Since 100% of our students are ELL's and former ELL's representation by ELL's in these programs is substantial.

All funding for before/after school and Saturday programs are conceptually consolidated.

13. 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 including all ELL subgroups 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 Destination Math, Learningupgrade, and Rosetta Stone. Other resources available to all students and all ELL subgroups include native language texts and bilingual dictionaries for native language support, as well as a wide range of fiction and non fiction books and native language literature.

14. 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 and reference materials in our library.

15. All of the required services for high school-aged ELLs are available to our students. Instructional teams meet regularly to ensure that services and supports correspond to ELL's age and grade levels. A wide range of resources is available to all students at various levels including grade level teacher generated curriculum, text books, and reference books, and web based leveled programs such as Rosetta Stone. Each classroom has access to wireless internet.

16. 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. We have in the past, when the budget allows, held a three week summer freshman orientation program for students and parents

17. 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 (November 8) which includes a new teacher toolkit with exemplary videos and curriculum, and intervisitations each month throughout the school year. All staff, including administrators, teachers, guidance counselors, paraprofessionals, school secretaries, parent coordinator 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 required 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. All professional development activities are focused on improving ELL academic achievement and language development. All members of our school community including teachers, guidance counselors, secretaries, paraprofessionals, school aides, administrators, have the opportunity to participate in a wide array of PD opprtunities. These activities include:

- Professional conferences - faculty attend a variety of external conferences each year in order to keep up with new trends in ESL and in their content areas.
- Peer intervisitations - teachers observe each other teach, give each other constructive feedback, as well as learn effective strategies from each other.
- Q-TEL/OELL workshop offerings - our teachers and staff are encouraged to attend these training/workshops which highlight best practices for ELL's.
- The International Network for Public Schools New Teacher Summer PD - a two day workshop introduces new International High School teachers to best practices and ESL methodologies - all teachers new and experienced are encouraged to attend.
- NY Performance Standards Consortium - provide professional development for our staff in all content areas throughout the school year in developing and refining formative assessments in our school and in performance based assessment tasks.

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 and #2 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. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting thre effective needs of innigrant children. Every teacher participates in weekly PD sessions led by an ESL certified teacher and has developed language development strategies that are used in their classes across the content area. Copies of these strategies are kept on file available for reference and updates. Records of these meetings are maintained by and kept in the Assistant Principal's office.

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) if necessary. 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. Comments by teachers are translated into students home language. The DOE translation unit is utilized when needed. 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 New York Immigration Coalition, Catholic Charities and Advocates for Children. The following activities have been planned for 2011- 2012 school year:

September 28, 2011 - New Student Orientation

October 26, 2011 - Introduction to ARIS parent link

November 16, 2011 - presentation by Advocates for Children

January 18, 2012 - presentation by Sanctuaries for families

February 15, 2012 - presentation by Legal Information for Families Today (LIFT)

March 21, 2012 - presentation by Immigration Coalition

April 25, 2012 - presentation by Catholic Charities

May 16, 2012 - presentation by Hispanic Federation

3. Parent needs are addressed at PTA meetings, SLT meetings, through results of the DOE Learning Environment Survey, and on an individual basis. The parent coordinator assists in keeping the pulse of parent needs and requests. The parent coordinator, in conjunction with the Assistant Principal, is also responsible for putting together and mailing the monthly parent newsletter. Our school website also posts the monthly calendar with other pertinent information and resources for our parents. Our school phone messenger system is another vehicle used to get information to our parents regarding meetings and other important information and reminders.

4. Parent involvement activities are developed based on the results described in the answer to question three above. Parent workshops and information sessions are based on recommendations from parents at PTA meetings, SLT meetings, Parent Teacher conferences, outreach by the Parent Coordinator and discussions with the Principal and Assistant Principal. As a result we have provided parents with ESL classes, Saturday technology classes and information sessions on topics such as immigration law, health services, student rights, helping children with homework. We have a wide variety of strategies in place to provide oral translation services to our parents/guardians. Many on our staff speak two languages and have been willing to to attend parent meetings to help with translation. Parents have volunteered as well in helping with translation as have former graduates who are willing to volunteer their time. We also, when necessary, will reach out to the DOE translation unit, for help in oral translations over the phone.

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)										46	2	0	1	49
Intermediate(I)										33	49	25	25	132
Advanced (A)										13	13	20	8	54
Total	0	0	0	0	0	0	0	0	0	92	64	45	34	235

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										21	0	0	0
	I										36	21	17	17
	A										21	33	20	12
	P										10	10	8	4
READING/ WRITING	B										42	2	0	0
	I										34	46	22	17
	A										10	15	20	13
	P										2	1	3	3

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	34		29	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Due to the multiplicity of factors influencing lack of grade level academic preparation, we have developed a variety of strategies to identify students who have had gaps in their formal education. Our process begins as we analyze data gathered from formal, entry level assessment tools such as the Lab-R. Academic records from the native country are the first identification tool, however, these records are not always available or 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 and LABR 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.

Pedagogues responsible for analyzing NYSESLAT scores and recommending instructional change are, Gladys Rodriguez (Assistant Principal)

Nina Kogut-Akkum (ESL teacher), Moses Ahn (ESL teacher), Bonnie MacSaveny (ESL teacher), Alan Krull (Principal).

4.a As a member of The New York State Performance Standards Consortium we have a waiver requiring us only to give the Comprehensive English Regents Exam and allowing us to use portfolio projects in place of the other subject area NYS Regents Exams. Therefore, we do not give tests in the native language. Results of the ELA regents exam shows that out of 34 ELL's who took the test, 29 passed. We believe that this due mostly through our efforts in teaching literacy and language across the content and through all disciplines. We need to continue to support our students in developing their reading, writing, listening, and speaking skills across all disciplines. We need to continue to enhance cognitive skills utilizing our approach through inquiry based problem solving skills.

b. Our school has been granted the opportunity to use The New York State Performance Consortium DY0 with set benchmark to inform instruction and monitor seniors' progress toward completion of the English literacy essay and math project. The diagnostic

assessment of these tasks using the consortium DYO rubric is conducted in the beginning of the fall term. There are three other assessments, every six to eight weeks conducted during the remainder of the school year. The final assessment of the Literary Essay and Math project occurs when students present their graduation portfolio in late spring. The Consortium provides PD training workshops and norming sessions in each of the content areas, English, Math, Social Studies and Science which our teachers attend. Teachers turnkey information learned at the workshops in their interdisciplinary and content area team meetings. We also administer the DOE's ELL periodic assessment in the fall and spring term to monitor progress of our ELL's. These data help provide teachers with information to properly differentiate instruction in their content area. Based on the analysis of data presented, we have implemented a change in our weekly schedule in order to provide our students with more silent reading time and writing support.

c. Our students score higher on listening and speaking components. Skills are lacking in reading and writing.

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 Card response 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.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Manhattan International HS</u>		School DBN: <u>02M459</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alan Krull	Principal		
Gladys Rodriguez	Assistant Principal		
Chantal Perullo	Parent Coordinator		

School Name: Manhattan International HS

School DBN: 02M459

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nina Kogut-Akkum	ESL Teacher		
Marietou Bah	Parent		
Moses Ahn/ESL/Social Studies	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Michelle Spiezia	Guidance Counselor		
Cyndi Kerr	Network Leader		
	Other		

Requirement under Chancellor's Regulations – for all schools

DBN: 02M459 **School Name:** Manhattan International High School

Cluster: 01 **Network:** CFN106

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.

The Manhattan International High School is dedicated to serving immigrant students and families who have been in the country four years or less at the time of admission and who are English Language Learners (ELLs). With this mission and admission policy, we understand and welcome families who will require language assistance to communicate effectively. Most of our parents require written translation and oral interpretation services.

To determine the primary language spoken by our international parents, we conduct a thorough review of the following sources: The Home Language Identification Survey (HLIS) which is administered by a pedagogue at the time of admission, ATS reports such as the RPOB which provides the students' place of birth and home language code for previously admitted students, and other Surveys administered by ESL content area teachers and our Parent Coordinator in the beginning of each school year. Information from Emergency Cards, our Language Allocation Policy, the School Parent Compact and the School Parent Involvement Policy are also used.

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 data gathered from the previously mentioned sources shows the great diversity and oral and interpretation needs of our English Language Learners and of their non-English speaking parents. Our last review of these documents revealed that we serve students and parents speaking over 40 different languages or dialects. These are: Albanian, Amharic / Ethiopian, Amoy / Fukienese, Arabic, Bengali / Bangladesh, Bulgarian, Cantonese, Chinese / Dialects, Dari / Farsi / Persian, Ewe, French, Haitian Creole, Fulani, Georgian, Greek, Hebrew, Japanese, Karen, Korean, Mandarin, Mandinka / Mandingo, Mongolian, Nepali, Phashto / Pushto, Philipino / Tagalo, Polish, Portuguese, Russian, Serbo-Croatian, Somali, Spanish, Thai, Tibetan, Tigre, Turkish, Urdu, Vietnamese, Wolof. Our largest student

population is Spanish speaking (35%), followed by French (10%), Chinese -Mandarin (9%), Cantonese / Dialects (8%), Bengali (5%), Polish (4%), Arabic (4%) and Nepali (3%).

This information is shared amongst our school community in the beginning of the school year via our Coordinating Council / School Leadership Team, our school's governing bodies and publicly via our school website. Teacher Cluster Teams and our Parent-Teacher Association also disseminate this information in order to best prepare and serve our students and parents throughout the academic school year.

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 Manhattan International High School utilizes the following strategies and activities to provide written translation services in a timely manner:

- The school ensures the following pertinent school material is translated for parents: progress reports, report cards, letters, notices, flyers, permission slips, consent forms, guide to student conduct and responsibilities, and parent handbook. 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.
- The school's Parent-Teacher Association (PTA) ensures additional and important information is provided to parents in as many languages as possible at the time of admission and throughout the school year. At PTA meetings and New Student / Family Orientations, parents receive translated versions of the NYC Family Guide, the Bill of Parents Rights and Responsibilities, the ELL Parent Brochure and of Chancellor Regulations. Parents also receive translated versions of Emergency Cards, Entitlement Letters and of effective questions to ask at Parent-Teacher Conferences.
- Our dedicated in-house school staff currently provides written translation services in the following languages: Spanish, French, Polish, Arabic, Italian, Pilipino, Russian and Portuguese.
- Trained parent volunteers, coordinated by our Parent-Teacher Association, assist with additional written translations as available.
- As members of The Internationals Network for Public Schools (INPS), we are able to share resources such as written translated materials for families from 12 different International High Schools as needed.
- The NYCDOE's Translation and Interpretation Unit is used for languages such as Bengali, Chinese, Haitian Creole, Korean and Urdu.

The Unit is also helpful in coordinating with outside vendors for other languages.

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 Manhattan International High School utilizes the following strategies and activities to provide oral translation services in a timely manner:

- Oral interpretation services are provided during the following school activities: Admissions / Transfers / Discharges Meetings, Open School / Parent Conferences Night, New Student Orientations, PTA Meetings, SLT meetings, Parent Workshops such as ARIS training, Guidance Parent Conferences, Discipline meetings with the administration.
- To report student absences, lateness and to inform or remind parents of special school activities, we utilize our School Messenger phone system which is able to provide instant translations to over 30 languages. These messages are programmed and calls are made in the early evening hours when parents are home.
- During the school day, our dedicated in-house school staff is currently able to provide oral translation services as needed in the following languages: Spanish, French, Polish, Arabic, Italian, Pilipino, Russian and Portuguese.
- Trained parent volunteers, coordinated by our Parent-Teacher Association, assist with additional oral translations as available.
- The NYCDOE's Translation and Interpretation Unit is used for languages such as Bengali, Chinese, Haitian Creole, Korean and Urdu. The Unit's three-way calling with students' families for conferencing is also used by our guidance department and in parent teacher conferences.

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 provides all parents who require language assistance services with written notification of their rights regarding translation and interpretation services as well as with instructions on how to obtain such services. This information is immediately provided to all of our new families during the admissions process and during our New Student/Family Orientations in the Fall and Spring Terms. Throughout the school year, our parent coordinator addresses this information monthly at PTA meetings and in writing via a Parent Newsletter that is mailed home. Translations are provided in as many languages as possible to ensure our parents understand their rights. The information is also provided to parents through our telephone School Messenger system which sends out the messages in over 30 languages. Parents are also informed of the translation and translation services at parent teacher conferences held in October and again in March. The information is posted all year long at the school's main office (Room 423), at the guidance counselor's office (Room 517 A) and at our parent

coordinator's office (Room 517 B). Last but not least, the information is shared publicly via our school's website which includes important resources for parents and the online translation tool to ensure our parents understand the material.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Manhattan International HS	DBN: 02M459
Cluster Leader: Doug Knecht	Network Leader: Cyndi Kerr
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 20 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 12

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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 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 the 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 326 recent immigrant ELL 9-12th 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.

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 students of all grade levels 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 15, 2012 thru June 7, 2013.

Saturday Academy for Literacy and Math Numeracy

The Saturday Academy addresses the needs of our newest ELLs and SIFE students in need of literacy and math support based on teacher recommendation and an analysis of recent LAB-R and NYSESLAT scores. Rosetta Stone software will also be utilized in the class and at home to complement classroom teaching, allowing students to work independently building their basic speaking, listening comprehension, and reading and writing skills in English. Classes are team taught by a certified ESL teacher, English and math teacher. Classes will meet during the spring semester for 14 sessions of 3 hours each, 9:00 - 12:00, beginning February 2, 2013 and ending on June 8, 2013. 20-25 students will be served.

Extended Day Instructional Program

Targets 15-20 ELLs 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 the class and at home to complement classroom teaching, allowing students to work independently building their basic speaking, listening comprehension, and reading and writing skills in English. Classes meet after school for 2 hours

Part B: Direct Instruction Supplemental Program Information

per week on Mondays and Wednesdays from 4:05pm - 5:05pm for 20 weeks. Classes are taught by four ESL certified teachers.

Regents Preparation

Provides direct instruction to a small class (10-12) of ELLs who have not yet passed the ELA regents. The class covers content and test taking strategies. The class meets after school for 2 hours per week on Friday from 2:30pm - 4:30pm for 20 weeks (straddled over the first and second semesters) and is taught by an ESL certified teacher. Classes will begin on Friday, October 19, 2012.

Yearbook

Designed to enhance language development of 10-15 students through hands-on activities such as writing text and captions, designing layouts, proofing and editing written work. The class meets once a week on Wednesdays from 4:05pm - 5:05pm for 1 hour 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 in the yearbooks and in the extended day instructional programs.

Part C: Professional Development

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

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

Begin description here:

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 ELLs. Each instructional team, which includes all teachers in the Title III Program, 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 from 3:05 - 4:05 where each grade level teaching team (called a Cluster Team) meets to discuss the needs and challenges faced by their shared students. On the last Tuesday of every month, each Cluster Team 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 inter-rater reliability in assessing literary essays, helping ELL students with low literacy skills, scaffolding content area activities for ELLs, developing assessment rubrics, differentiating instruction for heterogeneous classes, using technology to support instruction and academic intervention strategies for ELLs. 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 held on Nov 6th 2012, as well as access to a teacher toolkit with exemplary videos, curriculum, and best practices. Teachers also participate in International High School intervisitations in order to see how colleagues across the city implement the shared vision of this network of schools. Teachers also attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas and are

Part C: Professional Development

encouraged to attend workshops with QTEL and other OELL offerings, highlighting best practices which include scaffolding and differentiation for working with ELLs in the content areas. [?????]

Part D: Parental Engagement Activities

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

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

Begin description here:

The Parent Computer Literacy Program will be held during the Spring 2013 term on 10 Saturdays beginning on Feb 9, 2013 for 3 hours from 9:00am -12:00pm with the last session being held on June 1, 2013. The class will be will be taught by a certified teacher who will be assisted by our computer tech. The program will will focus on basic computer skills enabling our parents to navigate our school website as well as ARIS parent link. The Program will be listed on our school website and distributed by mail in our monthly parent newsletter with instructions on how to register.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		