



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE MANHATTAN INTERNATIONAL HIGH SCHOOL

DBN (i.e. 01M001): 02M459

Principal: GLADYS DORILDA RODRIGUEZ

Principal Email: GRODRIGUEZ2@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: CYNDI KERR

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gladys Dorilda Rodriguez	*Principal or Designee	
Rose Golder-Novick	*UFT Chapter Leader or Designee	
Carolina Cruz	*PA/PTA President or Designated Co-President	
James Barkley	DC 37 Representative, if applicable	
Chen Fu Ou	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Urgyen Dolma	CBO Representative, if applicable	
Heather Cristol	Member/ Assistant Principal	
Jelena Blumenberg	Member/ Teacher	
Nina Kogut-Akkum	Member/ Teacher	
Taso Tavberidze	Member/ Parent	
Mariam Diallo	Member/ Parent	
Gisela Angueira	Member/ Parent	
Victoria Mercedes	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 02M459

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	331	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	80.6%	% Attendance Rate		92.2%	
% Free Lunch	99.7%	% Reduced Lunch		0.0%	
% Limited English Proficient	79.8%	% Students with Disabilities		1.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American		16.7%	
% Hispanic or Latino	33.8%	% Asian or Native Hawaiian/Pacific Islander		36.3%	
% White	12.6%	% Multi-Racial		0.3%	
Personnel (2012-13)					
Years Principal Assigned to School	0.16	# of Assistant Principals		N/A	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		22.4%	
% Teaching with Fewer Than 3 Years of Experience	4.6%	Average Teacher Absences		6.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	73.3%	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		56.3%	
6 Year Graduation Rate	83.1%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

We were largely able to meet our goals from 2012-2013. Below is a summary of our progress, listed by goal:

Goal 1: By June 2013, 70% of teachers will show signs of professional growth.

Last year's goals in this area included: Teacher goal setting using a research-based framework, four observations per teacher and six for those with less than five years' experience, with a final evaluation of teacher practice. Teachers began the year by setting two goals and articulating specific next steps that they planned to take, along with a description of what it would look like when they succeeded. The research-based framework used for this was developed by our Coordinating Council and included competencies from the Internationals Network for Public Schools (INPS) approach to teaching English Language Learners, in order to support best practices for ELL's (who make up the majority of our population). It also included components of the Danielson framework. Each teacher selected from among the Danielson indicators identified in the Citywide Expectations as an area of focus, and set goals around two indicators. The Principal held one-on-one meetings with each teacher at the beginning and middle of the year, with several observations in between. As a result we were able to observe improvements in instruction (as measured by movement on the rubric) as assessed by both teachers and the Principal. Of the two teachers who were not able to accomplish this goal, one retired and the other continues with an improvement plan for this year.

Goal 2: By June 2013, 90% of teachers will align two units of study with CCLS in response to student learning needs.

90% of teachers successfully aligned curriculum and captured it in the ATLAS computer system. Teachers worked individually and in teams to accomplish this goal, and there was professional development time and per-session devoted to this initiative. Teachers also had support from both the Writing Project coach, who came weekly, and the CFN 106 instructional point. This Well Developed bullet from our May 2012-2013 Developing Quality Review provides evidence of having met this goal:

1. Ensure that teachers deepen skills progression across grades and subject areas to further align to the Common Core Learning Standards (CCLS). (1.1, Well Developed rating)

The continuation of this work includes the updating of unit plans and shifting to outcomes-based grading in order to assess students on the basis of mastery of skills and content and reflect this work on progress reports and report cards.

Goal 3: 75% of students school-wide will show progress towards reaching grade level benchmark goals through improvement on periodic assessments.

By the 5th marking period (of 6) in May of last year 84% of our students met or exceeded benchmark goals (based on course pass rate). This Proficient bullet from our May 2012-2013 Developing Quality Review confirms that we met this goal, but still have room to continue work:

2. Further align rubrics and assessments at the team and classroom levels to portray student mastery of the school's chosen standards. (2.2, Proficient rating)

Goal #4: Creation of two new partnerships to provide social-emotional support to more than 30 students and raise their academic achievement.

This goal was met: We formed two successful new partnerships with the Vanderbilt YMCA and Police Explorers Club and more than 30 students were involved with these activities. The current New York State Report Card indicates that we have met Adequate Yearly Progress (AYP) with all students, in particular with Limited English Proficient and Economically Disadvantaged students. Additional evidence of having met this goal can be found by comparing this Learning Environment Survey item, asked

of students: "My school offers a wide enough variety of programs, classes and activities to keep me interested." The results improved between the 2012 and 2013 surveys, going from 80% agreeing or strongly agreeing (2012), to 87% in 2013.

Goal 5: 10% of parents will attend Open School week.

35 parents attended Open school week, which is slightly over 10% of our parent population. Parents were welcomed by our Parent Coordinator and Principal, they were served breakfast, and then attended classes with their students. Our Learning Environment survey, which improved from the previous year, reflects very high levels of parent satisfaction with the school. We have a 20% higher rate than the city average of parent response to the survey, with all ratings higher than the city average. Our ratings range from 7.8-8.5 out of 10 in all categories (contributing to an A on this section of our NYC Progress Report).

Describe the areas for improvement in your school's 12-13 SCEP.

We plan to continue to refine how we collect data to assess our successes and to reach for outside expertise as needed. Our Areas for improvement (**AFI's**) according to our most recent May 2012-2013 DQR are as follows:

1. Ensure that teachers deepen skills progression across grades and subject areas to further align to the Common Core Learning Standards (CCLS). (1.1, Well Developed Rating)
2. Further align rubrics and assessments at the team and classroom levels to portray student mastery of the school's chosen standards. (2.2, Proficient Rating)

Differentiate professional development for teachers using student work as a tool to drive discussions on performance and areas of focus. (4.1 Proficient Rating)

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

There were no substantial barriers to carrying out the 2012-13 SCEP. The school operated last year with one less administrator than usual (the position of Assistant Principal was not filled until May 2013), so having this person in place will be an asset in coordinating the work this year. In one case, with Goal #5, we substituted a different partnership than originally planned. In general, existing school structures worked well to complete the goals.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

In each goal, the target set was met and there is a logical next step to continue the work begun last year. For example, over 75% of teachers did show professional growth as a result of increased observations, feedback, PD and goal setting. This year we will continue this work with an even more ambitious goal for observation, feedback and PD. Our plans will include more administrative visits, additional PD opportunities differentiated to teacher needs, and more peer inter-visitations.

Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes		No
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If all the goals were not accomplished, provide an explanation.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

Our school is experiencing a population shift in students, with an increase in SIFE (Students with Interrupted Formal Education) who require more intensive supports. We currently have 31% of our students identified as SIFE. An example of a SIFE student is a fifteen year old whose only previous experience with school was to memorize the Koran, and who is not literate in their native language. For this child, there are many levels of socio-emotional, academic and behavioral supports required, so the types of support we provide will be evolving to meet the needs of our students. This year we will be working to restructure the school for the first time in ten years. Our restructuring will involve shifting the composition of our teacher teams in order to provide improved supports to students. For example, we plan to shift from having 5 teacher teams composed of 4 teachers each, to having 4 teams, each with an additional support teacher, which will allow each team of teachers to identify what extra supports are most needed for their students.

List the 13-14 student academic achievement targets for the identified sub-groups.

We met AYP for all sub-groups. This year our goal is to raise our 4 year graduation rate for all ELL's to 60% (up from 56% in school year 201-13).

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate through existing school structures. These include: Coordinating Council (representatives from each academic Cluster meet weekly with administrators), Academic Cluster meetings, Academic Discipline Meetings, committees (for example the Portfolio Committee and the Restructuring Committee), weekly emails, and regular feedback meetings with teachers. Our Parent Coordinator and teachers communicate regularly with parents. Additionally we are beginning to use the Jumprope (online) grading system, which will allow parents to log on to see grades. We also utilize School Messenger daily for parent communication about school events and attendance. Additionally, our school website is updated with recent information and contact information for all teachers.

Describe your theory of action at the core of your school's SCEP.

Although we largely met our goals from last year, we want to focus on next steps to deepen our efforts with each goal rather than creating new, unrelated goals

Describe the strategy for executing your theory of action in your school's SCEP.

We believe distributive leadership is the method to achieve lasting and meaningful capacity building. Although major school decisions are made within parameters set by school administrators, we utilize our school structures for getting stakeholder feedback on important decisions. On a weekly basis, ideas are brought to, or generated from, our Coordinating Council, made up of representatives from each grade level Cluster. These Clusters (who all teach the same students at the same grade level) then meet the following day to get feedback and bring it back to the Coordinating Council. This leads to better policy and decision making than would be achieved without input from everyone. We rely on teacher leadership and we work to constantly build teacher capacity. We will also seek outside sources of expertise that are consistent with our beliefs, these include: INPS, The Consortium, CFN 106 and The Writing Project.

List the key elements and other unique characteristics of your school's SCEP.

Our school is unique because it serves entirely newcomer immigrant students who are classified as ELL's. Additionally, 31% percent of our students are classified as SIFE (Students With Interrupted Formal Education), which means they may have attended little or no school and are not yet literate in any language. The model created by the Internationals Network for Public Schools is not the traditional approach to teaching ELL's. The focus is on teaching literacy through content and using mixed ability grouping to speed the process of learning English. The fact that our students speak 43 languages and arrive from 53 countries presents amazing opportunities, but also special challenges for communicating with parents. Finally, we are also part of the New York Performance Standards Consortium of 28 schools who are permitted to graduate our students based on Performance Based Assessment, as an alternative to basing graduation requirements solely on Regents exam scores (and credits). These unique qualities of our school are reflected in our SCEP.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Our school has been recognized by New York city in a variety of ways as a functional institution that is accomplishing its mission. For example, we received an 'A' on our city Progress Report for the second year in a row. We also were awarded a score of Proficient on both our DQR from school year 2012-2013, as well as our QR for school year 2011-2012.

While we welcome the challenge to improve our 4 year graduation rate, we also point to our 6 year graduation rate of 83.1% to indicate that we are successfully graduating the majority of our students. Our student population consists entirely of newcomer immigrant ELL students; with 80% designated as officially ELL's and the rest having recently achieved proficiency. Research on this population shows that it generally takes students 5-7 years to become proficient in academic English, which reflects that we are a truly functional school, capable of successfully implementing this SCEP plan and working to improve academic achievement for our students. Finally, our most recent results on our Learning Environment Survey represent a vote of confidence in leadership and the school community by all stakeholders (students, teachers and parents).

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).					
Differentiate professional development for teachers using student work as a tool to drive discussions on performance and areas of focus.					
Review Type:	DQR	Year:	2012-2013	Page Number:	5
HEDI Rating:					Effective (Proficient AFI from 2013 DQR)

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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	X	2.3 Systems and structures for school development	
2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness	

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, school leaders will participate in differentiated professional development targeted to improve their capacity in creating systems for increasing teacher observations by 20% and building teacher capacity through differentiated PD in order to improve student performance.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. School leaders will participate in separate monthly meetings for Principals and Assistant Principals with the Internationals Network for Public Schools (INPS), which address teaching practices, standards, problems of practice and best practices for ELL’s. We will also continue to develop our crosswalk between the INPS rubric and the Danielson framework to integrate our approach to educating ELL’s with our use of the Danielson framework. 2. The Principal will participate in a Critical Friends leadership group through The Leadership Academy on a monthly basis, in order to share best practices around teacher feedback and systems for observation. 3. School leaders will participate in a mentoring program through NYC Office of English Language Learners focused on systems and structures at Brooklyn International High School. This “sister” school is a model for several high leverage practices we plan to adopt, including supports for SIFE students and heterogeneous 9th and 10th grade groups.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, AP and INPS facilitators and coaches 2. Principal and Leadership Academy Coach 3. Principal, AP, and our Coordinating Council (comprised of teacher representatives from each grade team, Guidance Counselor and UFT representative, AP and Principal), Principal of Brooklyn International High School
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Administrators will provide opportunities for between 1 and 4 out of school professional development to every teacher in targeted areas (identified from frequent observations) from September to June and give directed feedback on observations. 2. Principal will share ideas from monthly Critical Friends group and work with AP to implement the teacher evaluation system, teachers will be evaluated on an ongoing basis from September to June, with goal setting, mid-year check-in and end of year reflection and assessment to determine progress with instructional improvements. This will result in each teacher showing improvement in at least 4 indicators on Danielson between September and June 2014. 3. Post-visit ideas will be shared with Coordinating Council and a clear restructuring plan will be created and implemented with feedback from visits. We will reach partial consensus, with at least 80% of teachers (as opposed to 30% who indicated support in June 2013) supporting the proposed restructuring plan by June 2014.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. School leaders will attend one full day meeting per month, with the agenda and minutes shared with Coordinating Council. 2. Principal and Assistant Principal will participate in Consultancy protocol to present problems of practice and explore solutions with Colleagues and Coach. 3. Mentoring begins in early Fall with Principals from Brooklyn International and Manhattan International meeting to plan a series of visits for teachers to see systems and structures, MIHS Restructuring Committee will visit with administrators to further examine successful systems and structures at a similar school, by January the

Restructuring Committee will create a proposal for restructuring, the Spring semester will be used to finalize programming and logistics for new school structure to support improved credit recovery and graduation rate.

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

1. Curriculum and staff development services will be purchased from Internationals Network for Public Schools (INPS): Principal Meetings: Monthly, 9-12 and AP Meetings monthly, 9-12, two full day PD sessions for full staff.
2. Leadership Academy, Principal coaching group. A small group of Principals from International schools meet Monthly 1-3pm through NYC Leadership Academy for Principal
3. Mentoring through the Office of English Language Learners: 5 full day visits to The Brooklyn International School for 4 teachers and two administrators. 20 Per Diem sub coverages.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		X		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Further align rubrics and assessments at the team and classroom levels to portray student mastery of the school's chosen standards. (2.2, Proficient Rating, AFI)

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

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

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 75% of students, school wide, will show progress towards reaching grade level benchmarks and completing required Graduation Portfolio projects with a Competent or higher as defined by the New York Performance Standards rubric used by all Consortium schools.

Instructional Strategies/Activities

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

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

1. Support students in the lowest third through the use of educational reading software programs: Reading Horizons (phonics based instruction for pre-readers and decoding skills) and Reading Plus (reading instruction for early to high school level readers).
2. INPS and CFN 106 will provide a total of 15 of our 21 teachers a series of 3 full day PD sessions, differentiation of content, resources, and teaching and assessment strategies as a means to allow for multiple entry and multiple exit points for the wide variety of students we support.
3. Work with a literacy coach from the NYC Writing Project to revise Performance Based assessments and interim assessments, as well as providing differentiated instructional support to teachers.

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

1. 10 th grade teachers use educational reading software programs: Reading Horizons and Reading Plus
2. Principal and AP and International Network for Public Schools, CFN 106, plus teacher participants
3. Coach from The Writing Project, teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Ongoing reading levels generated from Reading Horizons and Reading Plus used to track student progress
2. Use of new strategies monitored and evaluated through 6 yearly classroom observations and face-to-face feedback with teachers, formative assessment with students.
3. AP and Principal supervision of Writing Project coach with weekly log kept of teacher progress. By January 2014, each department will submit a revised Graduation Portfolio piece created with input from Coach during meetings facilitated by coach. By June 2014 departments will submit revised plans for interim assessments created through inquiry work utilizing student work to revise assessments in order to better meet student need.
D. Timeline for implementation and completion including start and end dates
1. Pilot use of educational software Reading Horizons and Reading Plus beginning September, purchase in November, use until June.
2. Monthly meetings for AP and Principal with INPS throughout the year, teacher PD September to June.
3. Writing Project coach weekly from September to June.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Reading Plus Educational software: Purchase full access for student population, used by 6 teachers, purchase 10 seats for 10 th grade classes in educational software Reading Horizons (phonics based program).
2. Curriculum and staff development services will be purchased from INPS. Total of 15 teachers attending professional development series (SIFE working group, Differentiation Workshops, CCLS Math workshops, INPS yearly workshops etc.).
3. One literacy coach from the NYC Writing Project (Teacher Regular Grade, shared annual position) for one day a week, works with 3 departments (12 teachers total for 34 school weeks, i.e. once weekly all year)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Further Align rubrics and assessments at the team and classroom levels to portray student mastery of the school's chosen standards. . (2.2, Proficient Rating, AFI)									
Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Effective		

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.									
X	4.2 Instructional practices and strategies				4.3 Comprehensive plans for teaching				
	4.4 Classroom environment and culture				4.5 Use of data, instructional practices and student learning				

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, 80% of teachers will have shifted instructional planning to include mastery based Outcomes into all instructional units, as measured by data in Jumprope grading software.									

Instructional Strategies/Activities

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

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

1. Analyze student work to determine skills gaps and adjust curriculum accordingly and provide each other feedback on proposed Outcomes and assessments
2. Instructional Literacy Coach from the NYC Writing Project as well as Math Coach from CFN 106 will guide teachers in development of outcomes through classroom and curriculum support.
3. PD meetings with partner school and Jumprope staff, as well as weekly Cluster meetings will provide technical support for implementation of Jumprope grading software which assesses students based on mastery of Outcomes.

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

1. All teachers will implement this work in both weekly Cluster meetings and twice monthly discipline meetings.
2. Teachers will be supported in this work by: Principal, Assistant Principal, Writing Project Coach, CFN Math Coach.
3. All teachers will implement new grading program (Jumprope).

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

1. All teachers will complete Outcomes for courses by end of first marking period and use Jumprope to record grades
2. Verbal reports and written log of Writing Project coach confirm development of quality Outcomes.
3. Assessment of Jumprope grades confirms student progress. By June 2014 80% of students will meet mastery outcomes in all subjects.

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

1. Cluster and discipline meetings weekly/bi-weekly.
2. Diagnostic and two interim assessments completed by end of semester one.
3. Teachers will complete Outcomes in time for first progress report, refine Outcomes during Cluster meetings for second marking period. Administrators will evaluate student progress at each marking period using grades in Jumprope. Jumprope allows for real time data about student progress to be accessible to Administrators on an ongoing basis throughout the year.

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

1. Full staff of 21 teachers will meet every Wednesday November – May for one hour after school to analyze student work. Teacher per-session will be provided for 567 hours.
2. One Instructional Literacy Coach from the NYC Writing Project will meet weekly with 12 teachers, CFN 106 Math Coach 8 week cycle of weekly meetings and observations.
3. Jumprope (educational software) will be purchased to offer 1 session prior to the first 3 (of 5) progress reports with 21 teachers, 2 administrators and one trainer.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

College and Career Readiness indicator (measures how well students are prepared for life after high school on the basis of passing advanced courses, meeting English and math standards, and enrolling in post secondary institution.) Grade of B (score of 6 out of 10)

Review Type:	Progress Report	Year:	2012-2013	Page Number:	5	HEDI Rating:	Effective
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By August 2014, more than 50 students (roughly 15%) in our lowest third will raise their academic achievement (as measured by course pass rate) by participating in targeted AIS tutoring, individual mentoring, Regents, SAT preparation, and other enrichment programs.

Instructional Strategies/Activities

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

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

1. Identify student need, track attendance and progress and evaluate efficacy of programs by monitoring Jumprope grades at each of 5 progress reports November through June 2014.
2. AIS tutoring Monday & Thursday after school done by all teachers with identified students, mentoring for Portfolio Monday after school, Regents prep after school and SAT prep after school.
3. Ninth grade participation in arts integrated curriculum. All students participate in 2 theatre partnerships integrated into literacy curriculum, targeted students referred to YMCA programs focused on Arts and Leadership.

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

1. All teachers, guidance counselor and administrators
2. All teachers
3. Community based organizations (MCC Theatre, Big Brother, Big Sister, YMCA, New York Cares, LEAP Arts Program, Police Explorers)

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

1. Collect lists of students from grade level teams and check them with lowest third provided by NYC DOE.
2. Follow up parent calls to any students not attending
3. Check Jumprope grades for indication of academic progress of involved students.

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

1. By the end of September student lists are collected based on diagnostics and teacher observation.
2. September through June once per week.
3. At each progress report, 5 times yearly.

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

1. Monitoring of programs and tutoring: 21 teachers, 2 administrators, 1 guidance counselor, weekly team meetings (45 minutes weekly) and Coordinating Council (1 hour weekly) Teacher per session will be provided for 371 hours.
2. Regents prep: 2 teachers for 8 week sessions, 2 teacher per session hours per week. Teacher per session will be provided for 100 hours. Targeted mentoring and tutoring: 21 teachers, February to June, 4 teacher per session hours per month Teacher per session will be provided for 135 hours.
3. MCC Theatre (educational consultants) artist works with ninth grade students on a weekly basis in 3 sections, October through June to integrate theatre arts into literacy intensive ELA curriculum

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Learning Environment Survey: Seeking improvement in the area of Parent general satisfaction with the education being received. The percentage of parents who were Very Satisfied went from 43% to 38%.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	2	HEDI Rating:	Effective
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

X	6.2 Welcoming environment	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, to improve communication and provide a welcoming environment to parents as measured by over 10% attendance at parent events.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Train staff, including Parent Coordinator, to use Jumprope grading software and provide access to parents and students.
2. Host Open school week so that parents can observe student classes, target parents of struggling students.
3. Parent Coordinator will create a monthly newsletter with calendar events and provide workshops on the use of our website and Jumprope.

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

1. Administrators, Jumprope, Parent Coordinator
2. Parent Coordinator, teachers, administrators
3. Parent Coordinator along with Assistant Principal and PTA officers and SLT members (students, teachers and parents).

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

1. Teachers complete grades using Jumprope, provide training for parents and student access and PD for teachers.
2. Get over 10% of our parents to attend Open school week
3. Monitor parent attendance at events and monthly meetings and parent usage of Jumprope, school website.

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

1. Teacher training in Jumprope in September, October and January, by January students have access, by June parents have access.
2. By the end of November host Open School week
3. Monthly, September to June 2014.

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

1. Jumprope PD 3 times from September to June, 21 teachers, 2 administrators, 2 hour session each time
2. Open school week: Parent Coordinator and Community Assistant spend several weeks calling and recruiting parents, training student interns, ordering food and providing transportation to parents (non-contractual services / parent involvement).
3. Website hosted by E-chalk, monthly newsletter created by Parent Coordinator.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
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	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects</p> <p>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.</p>	<p>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.</p>	<p>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 (11th and 12th grade)</p>
Mathematics	<p>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.</p>	<p>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.</p>	<p>More individualized attention during class periods and in tutoring after school.</p>
Science	<p>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.</p>	<p>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.</p>	<p>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.</p>
Social Studies	<p>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.</p>	<p>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.</p>	<p>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.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counseling provided by the school's guidance counselor and psychologist. Additional services provided by the Mount Sinai Adolescent Health Clinic's social worker located in school building.</p>	<p>Individual counseling, group counseling targeting girls and boys</p>	<p>During school day/before and after school</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

The Manhattan International High School (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 inter-visitations (peer observations at various IHSs). MIHS teachers also participate in discipline-specific professional development workshops sponsored by the New York Performance Standards Consortium and the Center for Inquiry, which is centered in our building, the Julia Richman Education Complex.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our professional development begins in-house. In September teachers set yearly goals aligned with our instructional framework, they are observed a minimum of 6 six times per year and receive feedback and next steps. There is peer inter-visitation to facilitate peer feedback as well. Teachers also engage in a mid-year check-in and end of year reflection process

so that instruction is constantly improving. Teachers also meet in disciplines and grade teams weekly in order to conduct inquiry around student work, as well as using a protocol to share feedback on instructional tasks. Finally, we also reach out to our external partners: The Internationals for Public Schools provides a full day of workshops twice a year that all teachers participate in as presenters or attendees, The NYS Performance Standards Consortium provides a full day of workshops that all teachers participate in as well as 5-7 workshops available throughout the year on College Ready approved courses. The Consortium also conducts a moderation study with 4 teachers from every school each fall. This year 7 of our teachers are each attending a three day series offered by Children’s First Network 106 on two different topics (Differentiation and SIFE working group). In addition the CFN math coach is conducting an 8 week cycle with our Math department focused on reasoning and proofs as a mechanism for increasing student thinking. We have one teacher participating in CCLS Math PD with Ann Shannon through the NYC DOE Office of English Language Learner’s. All of our teachers will participate in differentiated PD through these organizations on topics such as Outcomes based grading, differentiation, and literacy strategies for Students with Interrupted Formal Education.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Consolidated funds are used in the following ways:

In order to provide services to our neediest students we conduct workshops, provide school supplies, counseling and tutoring. In addition, these funds support coaches from the Internationals Network for Public Schools and the Writing Project, who work with teachers, students and administrators to provide academic support to improve student achievement for all students. They also fund our new outcomes based grading system (Jumprope), which shifts our focus to mastery of standards and supports the use of formative assessment to identify student academic needs. The new grading system also allows for easier parent communication about student progress (grades are available continuously). Training will occur in multiple languages throughout the year to support this process. In addition, this year we have invested in academic software including Reading Plus (literacy), Reading Horizons (phonics based reading) and Study Island (Regents and SAT practice). Funds also pay for AIS services after school for identified low performing students, for Regents prep, Saturday academy and Portfolio mentoring.

Our instructional program is enhanced by staff, professional development workshops and student activities supported by The International Network for Public Schools, The New York Performance Standards Consortium, The Mount Sinai Adolescent Health Center as well as a variety of CBO’s from our community such as NY Cares, Big Brothers/Big Sisters, YMCA, The Jewish Museum, The Folk Art Museum, New Victory Theater, MCC Theater Company, Lens Crafters and Columbia University DentCare Network. These organizations are vital in providing various important health services, leadership development, support and mentoring to our students. The Manhattan International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at MIHS are critical to their health and well-being. Our complex also supports a LYFE program (Living for the Young Family through Education) which provides care for the children of some of our young mothers in order that they may continue their education. Child care and parenting workshops are also provided for both young mothers and fathers.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our teachers are involved with all important decision making, including those around assessment. As part of the New York Performance Standards Consortium we create our own interim assessments and Portfolio projects in line with agreed upon rubrics used at all Consortium schools. Our school governance has several important components: We have a Coordinating Council with representatives from each grade (we call them Clusters) team. This team meets weekly with both school administrators and the Guidance Counselor, goes back to their teams for input and then we make final decisions. The creation of assessments happens in Discipline teams, where teachers bring interim assessments and final assessments to colleagues for feedback. The creation of a rubric and protocol for this process was done in consultation with a coach from the Writing Project. Throughout last year the Children’s First Network point provided professional development in the process of looking at student work and revising teacher instruction and assessment to guide teachers through the inquiry process. In the Spring the full staff is involved in sitting on panels to grade 12th grade graduation portfolios.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

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);

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

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

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 459
School Name The Manhattan International High School		

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

Principal Gladys Dorilda Rodriguez	Assistant Principal Heather Cristol
Coach	Coach
ESL Teacher Nina Kogut	Guidance Counselor Michelle Spiezia
Teacher/Subject Area Moses Ahn / ESL Social Studies	Parent Taso Tavberidze
Teacher/Subject Area	Parent Coordinator Daira Olivero
Related Service Provider	Other
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	333	Total number of ELLs	277	ELLs as share of total student population (%)	83.18%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										75	107	72	74	328
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	75	107	72	74	328

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	259	Newcomers (ELLs receiving service 0-3 years)	185	ELL Students with Disabilities	
SIFE	99	ELLs receiving service 4-6 years	72	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	185	53		72	46		2	0		259
Total	185	53	0	72	46	0	2	0	0	259

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE						0								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										36	22	18	9	85
Chinese										3	19	5	17	44
Russian										0	0	1	0	1
Bengali										8	6	2	2	18
Urdu										1	0	1	3	5
Arabic										8	6	1	1	16
Haitian										1	0	0	0	1
French										6	15	6	5	32
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										1	1	1	0	3
Albanian										0	0	0	0	0
Other										24	17	13	4	58
TOTAL	0	0	0	0	0	0	0	0	0	88	86	48	41	263

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										35	23	4	0	62

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	46	23	22	101
Advanced (A)										11	13	17	19	60
Total	0	0	0	0	0	0	0	0	0	56	82	44	41	223

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	72		21	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Many factors prevent students from being academically prepared at grade level. For this reason, 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 student and family interviews are helpful in identifying students who have had gaps in their education. Native language writing samples are also used to identify a student who is preliterate in L1, but it is difficult to determine the grade level of a student whose first language we do not know. Within our faculty and staff, we have proficiency in the following languages: Spanish, French, Arabic, Polish, Russian, Portuguese, Italian, Tagalog, Rumanian. 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 and use data from the LAB-R, the DOE's ELL Periodic Assessment and the NYSESLAT each semester to monitor progress of all our ELL's. This data helps provide teachers with the information needed to properly differentiate their content area, project-based curricula. This school year, we will also begin to use data from our new initiatives, Reading Horizons and Reading Plus.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our Coordinating Council Team, along with school administrators and data analysts, continuously review our data to help plan and modify instruction. Our latest data shows an increase of SIFE students (99 students - 30% of our total student population). We also found most students classified as beginners in 9th and 10th grades, most intermediate students in 10th, 11 and 12th grades and a more even small distribution of advanced students throughout all grades. This data has helped focus our attention on the progress of intermediate and advanced students in 11th and 12th grades.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As our grade-level and content-area teams work collaborately to examine NYSESLAT data, we consistently find that the majority of our students do better on this assessment each year. In reviewing our modality scores, we notice a consistent pattern in the overall performance of our students. Students score better in Listening/Speaking than in Reading/Writing. Common weaknesses tend to be in reading comprehension and in formal writing. Our English language learners have problems with the reading section when the reading becomes too technical or complex. Thus, we continue to focus on developing academic language / vocabulary, on basic cognitive reading skills, decoding, making connections and on using language glossaries to improve understanding of key terms. We have continued to support our students in increasing content vocabulary, in developing higher order thinking skills, and improving their conceptual skill across the curriculum and disciplines. These patterns shape many of our instructional decisions inside and outside the classroom. To support our students this school year we have created a basic literacy class for SIFE students (15 maximum), special grade / cluster literacy programming (Period 3) grades 9-12, Reading Plus, Sophomore Skills class once a week after school, City Tutors twice a week after school and Saturday literacy classes.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Patterns across proficiencies and grades reflect how our SIFE and beginner ELLs are concentrated largely amongst 9th and 10th grades. A clear decline is noticed in 11th and 12th grades, as students English proficiency levels increase. Our teams has also focused now on what specific progress 11th and 12th graders, are making. They are focused on specific modalities and adjusting curricula to target areas identified to be in need of improvement. This information is shared with all grade-level and content-area teams.

b. NYCDOE ELL Periodic Assessments' results are shared every semester (Fall and Spring). Our coordinating council, our school

governing body, begins the process of analysing this information schoolwide. Cluster team representatives then share data and findings with teams for further analysis. All instructional staff has access to assessment results on line. As a member of the New York Performance Standard Consortium, our school also develops and administer our own periodic assessments (September, November, January, March, June). We use approved rubrics to design and access baseline and benchmark projects that help teachers to inform instruction and monitor students progress. All assessments are aligned to the NYS Performance Standards Consortium's rubric in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

c. As we analyze data from our ELL periodic assessments, the school has noticed that students continue to struggle with the reading modality. This pattern is evident in all grade levels. Thus, we continue to focus our efforts to teach literacy across the curriculum and throughout all disciplines. As vocabulary and proficiency improves, we target the development of cognitive skills through inquiry and project based curricula.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All of our students are English language learners (ELLs) therefore our entire staff is focused on second language development and academic literacy. To ensure achievement, we tailor our instructional practices to our 'Internationals Approach' to teaching English Language Learners. The Internationals' pedagogical approach to educating English language learners is based upon 5 core principles: heterogeneity and collaboration, experiential learning, language and content integration, localized autonomy and responsibility, and one learning model for all. All instructional decisions are based on the belief that strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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, Cluster and Senior Portfolio pass rates, Attendance rates, Learning Environment Survey, Dropout rate, NYC Progress Report, NYS Accountability Report

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All students admitted to The Manhattan International High School 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. Translation 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 as follows:

- For the administration of the HLIS: Gladys Rodriguez, School Principal and licensed teacher works in conjunction with Heather Cristol, Assistant Principal 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 Heather Cristol, Assisant 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. 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.

The Manhattan International High School makes every effort to stay in contact with all ELL Parents/Guardians. An explanation and video 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, Heather Cristol, Assistant Principal, Michelle Spiezia, guidance counselor; Moses Ahn, licensed ESL teacher; Nina Kogut-Akkum, Polish speaker and licensed ESL 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 Portuguese. 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 about other schools in our area which offer these other models.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 students' 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. 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.

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 the 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 Daira Olivero, and Assistant Principal Heather Cristol. 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Our school schedules the administration of the New York State English as a Second Language Achievement Test in two (2) school days. The first day, students are administered the Listening and Reading modalities. The second day, students take the Writing section. The Speaking section is tested by licensed ESL teachers on an individual basis. To accommodate all modalities, our school agrees to special testing schedules. All ELL's, as identified 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.
two days

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After explaining all available ELL program options, our parents continue to request Free-Standing ESL programs. Our school monitors the trends in the parent choice letters by carefully examining each parent letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters the trend clearly shows that 100% of our parents have clearly chosen the ESL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. We also show parents the NYCDOE video of choices. The HLIS and selection form data clearly shows a trend in parent choice for the ESL model. According to the HLIS and selection form data 100% of our parents choose the ESL model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Organizational Model: Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students.
 - b. Program Models: Our school uses all three of the following program models -block, ungraded, heterogeneous. Each group of students is block programmed and those students travel together throughout the day. Within their blocks diversified students are mixed. 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 within a specific project.
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)?

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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 develop both 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are appropriately evaluated using the instructional strategies as described in question 5 (a-d) below.4. At Orientation incoming ELL's are given a native language assessment. At the International High School we greatly value students' native languages. All of our interdisciplinary classes have native language components to them. We also offer college native language classes in many languages. We have a comprehensive native language performance based assessment which all of our ELL students must complete.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Key to the International's model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition

throughout the year. The vision of The 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 educational principles as written in our school's 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 (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.

--Career education is a significant motivational factor for adolescent learners.

--The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design curriculum development and materials 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:

--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 text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.

--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.

All of the students at International High School are in mixed and heterogenous groupings. The school is organized into five interdisciplinary teams of approximately 65 students. The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities /arts and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Instructional plan for SIFE Students: All students who are identified as SIFE students (Students with Interrupted Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE Leadership team along with the student's individual teachers and guidance counselor. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student parent interviews and teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any,

literacy skills in any language and may also have serious affective issues as well. In order to service students who are struggling, each team has provided extra services: including one-on-one work, small group instruction, and after school tutoring. We have modified schedules and added an extra literacy course in the middle of day (Period 3/Cluster Program). Additional services are offered during our Saturday Academy, as available. Our SIFE services include:

- An intensive Language Arts period held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of 10 to 15 students in which instruction is guided by individual students' needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum.
- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings.
- All SIFE students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Academy Program which serves to enhance their literacy skills.

b) Plan for ELLs who have been in US schools less than three years (newcomers):

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the Lab R exam which assesses the students English language abilities. For students transferring in from NYC schools test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are placed in appropriate classes according to their specific needs. The teachers meet in team to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

c) Plan for ELLs receiving service 4 to 6 years:

The plan for ELLs receiving service for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of service are placed in appropriate classes to best meet their needs and continuing English language development. Their teachers meet regularly in teams to discuss the needs for the specific students. A plan is formulated and updated regularly to meet the needs of each student. ELLs who are receiving service for 4-6 years receive a full program and receive all the same support structures as the rest of our ELL populations. Struggling ELLs who are receiving 4-6 years of service are encouraged and often mandated to avail themselves of all the extra support opportunities provided to all the students at large. This help takes the form of one-on-one mentoring, small group instruction, after school homework help, the Saturday literacy program as well as a variety of other activities. ELLs with 4-6 years of service are encouraged to try to take some college classes to help them to begin the transition towards college life. These ELLs with 4-6 years who meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.

d) Plan for long term ELLs: (completed 6+ years):

The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework help, writing center as well as a variety of other activities. Whenever possible long term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. International High School long term ELLs regularly begin taking remedial college classes. All long term ELLs in college classes receive support from a high school teacher mentor.

e) Plan for former ELLs (in years 1 and 2 after testing proficient):

As students reach proficiency and test out through the NYSESLAT assessment, they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of project opportunities and also have the opportunity to take college classes in any of their academic areas. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. Former ELLs continue to receive the mandated testing accommodations after they have tested out of the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Strategies and Materials: The guidance counselor, Assistant Principal and Special Education teacher review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed, the student is provided with additional support services as per the IEP. Some ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP. Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and Special Education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs. Other strategies include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the Special Education teacher or service provider and the content area teachers. A team teaching approach would be used in which the Special Education teacher plans with the content area teachers to map out strategies an best practices and to access the students strengths and area which still need improvement. If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Academy Program which serves to enhance their literacy skills.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The Manhattan International High School uses a variety of curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's to attain their IEP goals within the least restrictive environment. Once students are identified ELL-SWD's our challenge is to find ways to teach students according to the mandates of their IEP's in the least restrictive setting. The team would meet with our Special Education teacher or service provider depending on the needs of that students particular IEP in order to determine the best instructional strategies to meet the needs to that student according to their IEP. In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday Academy Program has been established, and changes in student programs (such as an extra language arts period) have been made. By adapting curriculum to enable those students to succeed, by expanding the time available to team members to work with them individually, they are supported in meeting the graduation certification requirements. Our plan maintains that our future students with IEP's will receive additional academic assistance in accordance with the particular needs of their individualized IEP's.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

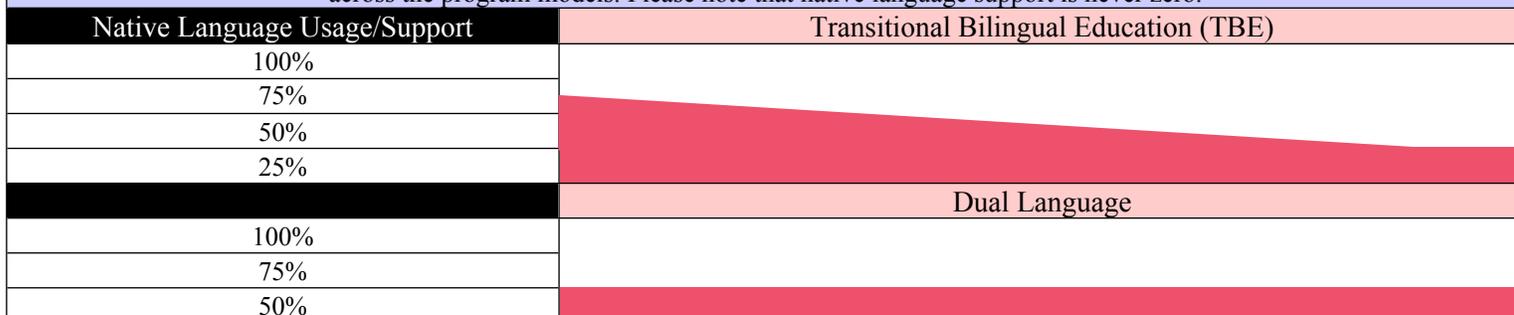
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

--SIFE Literacy Elective – Our SIFE students and newest ELLs are mandated for our Literacy Class, where they receive explicit academic literacy instruction in a classroom setting with an ESL-certified teacher. This class is taught in English.

--SIFE Numeracy Elective –Our SIFE students and newest ELLs are mandated to our Numeracy Class, designed for SIFE students with low math skills. This class is taught in English.

--Peer Tutoring Program -Our SIFE students and beginner ELLs participate in program offered 2x week, 50 minutes each

--Saturday Academy – Program focuses on Literacy, Math and Science targeting ELL's in the lowest third. 9:00 a.m. to 12:00 p.m. These classes are taught in English.

--Regents Prep – Classes are designed and targeted for specific 11th and 12th graders who have not passed the ELA Regents.

--Literacy Class – Not an elective class, this course is built into the school day and targets SIFE and students lacking literacy skills in both L1 and L2 in small class setting. This class is 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 twice a week for 50 minutes. Cluster teams coordinate tutoring to target all level: SIFE, beginners, intermediate and long-term ELL's.

--Physical Activity Club (PAC) -Facilitated by our Physical Education licensed teacher. Club targets identified ELL subgroups. Leadership and Character curriculum is used. Mentoring services are also included.

--French Heritage Club -Sponsored by the NYC French Embassy and an ESL licensed teacher. This program meets 1x week, and alternate weekends. Summer opportunities are also involved.

--Community Involvement Programs -ELL students are afforded with opportunities to do community service, research projects, and leadership training. Our school works with community based organizations and has developed many partnerships (i.e. Big Brother/Big Sister, NY Cares) that offer volunteer and internship opportunities for students. These are all supplemental activities which aid our students in acquiring English through a variety of community involvement activities. This targeted intervention targets students in all content areas but gives special emphasis to the content area of Social Studies.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are currently evaluating our recent initiatives and pilot programs. Evidence from course pass rates, new periodic assessments, NYSESLAT scores, Progress Report (2012-13 Score of an "A")) show that students's language development and academic achievement is improving. The effectiveness of our language and content integration program is monitored also by our alignment to the Performance Based Consortium rubrics and the Internationals Core Values. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously. Rubrics are used to assess student growth in both content and language progress and knowledge.

11. What new programs or improvements will be considered for the upcoming school year?

Our team is constantly looking for new initiatives to help improve our program and services to students. New programs or improvements being explored:

--Supplemental software: Achieve 3000, Reading Horizons, Reading Plus, Ellis, Learning Upgrade

--Restructuring of 9th and 10th grade teams

--Additional Literacy, Special Education or ESL licensed teacher

--Increase partnerships with Community Based organization

--Develop / increase targeted Sophomore Skills Class

--Increase opportunities for Regents Prep Classes for both 11th and 12th grades

--Collaborative work with Brooklyn International High School

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Since close to 83% 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 previously mentioned, 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, YMCA Leadership Club, Young Explorers Program/NYCPD, The Jewish Museum, The Museum of Natural History, Saturday Academy Program, PSAL Sports Teams, Intramural Sports
Since 100% of our students are ELL's and former ELL's representation by ELL's in these programs is substantial.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 brand new computer lab (30 individual macs), two carts of wireless laptop computers (our school has wireless access in all classrooms and students use the Internet to access resources), smartboards and LCD projectors in most classrooms, 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. Each teacher team selects the instructional material they feel will work best for the needs of their individual students. This helps to best meet the needs of all of our students in the individual subgroups within our school, Newcomers, SIFE, ELL's 4-6 years,, Long term ELL's as well as former ELL's. Each team shares equally in the school's NYSTL funds and chooses for itself how they wish to spend the schools their allotment of funds to best serve their individual students in all of their content area classes. Teachers and students in all ELL-subgroups have access to a huge array of novels, textbooks, non-fiction, bilingual dictionaries as well as native language books. All of the materials are available to all ELL sub-groups.

Teachers are encouraged to attend ESL conferences to share information regarding various texts as well as other teaching aids and in addition our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all sub-groups. Teachers are having students use power point projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs. Our students have the full use the Julia Richman Education Complex's Library and of the NY Library which is located in front of our school building. All students including ELL students in all sub-groups have access to a variety of technologies including a technology lab, wireless laptop computers. Students use various web based programs. Other resources available to all students and ELL sub-groups include native language texts and all students including all ELL sub-groups have access to our rather extensive native literature collection.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All our students participate in our language development/ESL program. All of our classes use the native language to support learning. Our students 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. The Rosetta Stone program is also used by our students for native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school

including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. Our instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. As budget allows, we also hold a three week summer freshman orientation program , our Summer Institute Program, for students and parents. This program allows us to help incommers begin to understand our school policies and the culture of our school community. Our staff also has the opportunity to begin diagnostic assessmets and new student interviews. Parents are also part of this program and participate with activities designed to assist the newly enrolled ELL student.

18. What language electives are offered to ELLs?

Spanish, French and Italian have been offered as electives throughout the school year. All students have access to Rosetta Stone.

19. For schools with dual language programs:

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

Not applicable.

C. Professional Development and Support for School Staff

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

Staff development is critical to the success of our school. Each instructional team is responsible for examining its own teacher-generated curricula and practices. Each team makes sure that the material is aligned to the Common Core Learning Standards (CCLS) 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. Professional development 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. 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.

The NY Performance Standards Consortium also provides 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.

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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. 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's Cultural Festivals, informational workshops on language acquisition, how parents can help their children learn, immigration law, acquiring medical insurance, etc. Parents are involved with the schools Parent Teacher Association and with the School Leadership Team.
 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.
 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 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. Based on our parent surveys and interviews, we have the following parent activities planned for the 2013- 2014 school year:
 - September 2013 - New Family Orientation, 9th Grade Success
 - October 2013 - Introduction to ARIS Parent Link, Senior Parents/College Ready
 - November 2013 - Advocates for Children, Financial Aid for 12th Grade Parents
 - January 2014 - Sanctuaries for families
 - February 2014 - Legal Information for Families Today (LIFT)
 - March 2014 - Immigration Coalition
 - April 2014 - Catholic Charities
 - May 2014 - Hispanic Federation

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The 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)
Gladys Dorilda Rodrigue	Principal		1/1/01
Heather Cristol	Assistant Principal		1/1/01
Daira Olivero	Parent Coordinator		1/1/01
Moses Ahn	ESL Teacher		1/1/01
Taso Tavberidze	Parent		1/1/01
Nina Kogut-Akkum	Teacher/Subject Area		1/1/01
Jelena Blumenberg	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Michelle Spiezia	Guidance Counselor		1/1/01
Cindy Kerr	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M459 School Name: The Manhattan International HS

Cluster: 1 Network: 106

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Chinese - 19%; Spanish - 35%, English - 2%, Bengali - 7%, French - 11%; Arabic - 5.0%, Urdu - 4%, Nepali - 2%; Other - 5%. Data from HLIS is shared with our Guidance Counselor, Parent Coordinator, teachers and other providers. All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. Our bilingual and available staff is able to provide some translations of school's written material in Arabic, Spanish, French, Polish and Russian. For other languages, we use the NYCDOE's internal translation unit to provide translations of all school correspondence such as:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Chinese - 19%; Spanish - 35%, English - 2%, Bengali - 7%, French - 11%; Arabic - 5.0%, Urdu - 4%, Nepali - 2%; Other - 5%. Data from HLISD is shared with our Guidance Counselor, Parent Coordinator, teachers and other providers. Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Family Association Meetings, SLT meetings, ARIS training, and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school.

In addition, we utilize the NYC DOE Translation Unit, in-house school staff, outside translators, and parent volunteers to translate documents in a timely manner

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.

All written correspondence between the school and students' families is provided in the language of their choice, based on the Home Language Identification Survey. We use the NYCDOE's Translation Unit, internal staff, parent volunteers, or outside organizations to provide translations of all school correspondence (in Bengali, Arabic, Chinese, French, Haitian-Creole, Spanish, Urdu, Russian, and Korean and other languages), including templates that we can adapt for:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Talent Showcase, Culture Day, Field Day, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
- f. School Progress Reports

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.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- e. Open School Night, Family Association Meetings, SLT meetings and other evening school events
- f. Discipline meetings with the administration
- g. Meetings with teachers about their children's academic performance
- h. Enrollment of new students in our school

Our guidance department also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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

The Manhattan International High School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.

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		