



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**

**02M459**

**School Name:**

**THE MANHATTAN INTERNATIONAL HIGH SCHOOL**

**Principal:**

**GLADYS DORILDA RODRIGUEZ**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: The Manhattan International HS School Number (DBN): 02M459  
School Level: High School Grades Served: 9-12  
School Address: 317 E. 67<sup>th</sup> Street New York, NY 10065  
Phone Number: 212 517-6728 Fax: 212 517-7147  
School Contact Person: Gladys Rodriguez Email Address: Grodriguez2@schools.nyc.gov  
Principal: Gladys Dorilda Rodriguez  
UFT Chapter Leader: Rose Golder-Novick  
Parents' Association President: Taso Tavberdze  
School Leadership Team  
Chairperson: Jelena Blumenberg  
Student Representative(s): Miguelina Ortiz

**District Information**

District: 2 Superintendent: Fred Walsh  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue New York, NY 10001  
Superintendent's Email Address: fwalsh@schools.nyc.gov  
Phone Number: 212 356-3739 Fax: 917 903-8544

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: CFN 106 Network Leader: Vivian Orlen

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gladys Dorilda Rodriguez	*Principal or Designee	
Rose Golder-Novick	*UFT Chapter Leader or Designee	
Taso Tavberidze	*PA/PTA President or Designated Co-President	
James Barkley	DC 37 Representative, if applicable	
Miguelina Ortiz & Ji Lin Ye	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heather Cristol	Member/Assistant Principal	
Jelena Blumenberg	Member/Teacher	
Loza Beyene	Member/Parent	
Aissatou Diagne	Member/ Parent	
Xiomara Martinez	Member/Parent	
Josefina Garcia	Member/Parent	
	Member/	

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

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school is unique because it serves entirely newcomer immigrant students who are classified as ELL's. Additionally, 24% 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 literate in any language. The Internationals model is also 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 a Consortium of 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. These unique qualities of our school are reflected in our SCEP. This year we are participating in two DOE initiatives: Learning Partners, which allows us to work with two other International schools to exchange visits and best practices, and Digital Ready. Digital Ready is supporting us in our restructuring process with funding for five partner organizations and PD in the areas of curriculum, teaching, assessment and partnerships. Our school mission statement reads: The mission of The Manhattan International High School is to develop in each of our new learners of English the linguistic, cognitive and cultural skills necessary for informed and creative participation in our diverse society.

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 new comer 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 very positive results on our Learning Environment Survey represent a vote of confidence in leadership and the school community by all stakeholders (students, teachers and parents).

Our school made the most progress in DTSDE tenets 2, 3 and 4. We met our goals from our SCEP from 2013-2014 and are pursuing next steps in each area.

## 02M459 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	344	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.8%	% Attendance Rate		92.4%	
% Free Lunch	62.2%	% Reduced Lunch		0.3%	
% Limited English Proficient	78.0%	% Students with Disabilities		2.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		16.3%	
% Hispanic or Latino	35.0%	% Asian or Native Hawaiian/Pacific Islander		35.0%	
% White	13.0%	% Multi-Racial		0.3%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.95	
Student Performance for Elementary and Middle Schools (2013-14)					
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 (2012-13)					
ELA Performance at levels 3 & 4	73.5%	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	94.7%	% of 2nd year students who earned 10+ credits		92.5%	
% of 3rd year students who earned 10+ credits	97.1%	4 Year Graduation Rate		71.2%	
6 Year Graduation Rate	75.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
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 (2012-13)					
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				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school has made progress in this area by providing students with hands on projects and practice presenting at every grade level in every class, in order to prepare them for graduation level projects aligned to our Consortium rubric. Our 2013-14 PFQR provided the following next steps in this area:  
 Tenet 3, 3.5: Expand and refine curriculum for all courses to further align with Performance Based Assessment Task (PBAT) rubrics that ensures students continue to receive regular and explicit feedback that ensures ownership of learning across classrooms and provides alignment across grades and disciplines.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of students school wide will show progress towards reaching grade level benchmarks and completing required Graduation Portfolio projects with a Competent or higher.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Support students in the lowest third through the use of educational reading software programs: Reading Plus, Study Island, Rosetta Stone.	Lowest third students	Assess students with Reading Plus and other software September, purchase in November, use until June.	1. 9-12 <sup>th</sup> grade teachers
Provide Professional Development for teachers from INPS and The New York Performance Consortium, geared towards differentiating for students with mixed abilities.	Administrators and teachers	,Monthly meetings, plus PD days	2. Principal, AP, teachers
Using Atlas software to assist with re-aligning curriculum maps.	teachers	Teacher planning days per semester and weekly Cluster meetings	Teachers
Provide engaging curriculum with assistance from partner programs: MCC Theatre, Strike Anywhere, and other educational consultants	Students	September to June during classes	Partner Organizations, with teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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  
Critical Friends meetings and dates Monthly 1-3pm through NYC Leadership Academy

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	---	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. Ongoing reading levels generated from Reading Plus used to track student progress
2. Use of new strategies monitored and evaluated through 2 yearly classroom observations and face-to-face feedback with teachers, formative assessment with students, plus inter-visitations from colleagues.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2013-2014 PFQR cites the following next steps in order to move from Effective to Highly Effective in Tenet 5: Continue and extend the strategic use of community based organization and schools structures to ensure and develop student academic and social skills that will support all learners with their transition to college and career. This year we will continue our Summerbridge to College program based on positive data from last year about improvements in matriculation rates. Our acceptance into the Digital Ready initiative will also positively contribute to this area. We will continue to benefit from being on a campus with a LYFT childcare center and a Mt. Sinai clinic and a YMCA office onsite. In addition we will provide the services detailed below with regard to academic supports and tutoring.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, more than 60 students (or 75%, up from 65% last year) in our lowest third will raise their academic achievement (as measured by improvements on scholarship reports) by participating in targeted tutoring, individual mentoring, Regents, SAT preparation, and other programs.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Identify student need, track attendance and progress and evaluate efficacy of YMCA programs.	Students	By the end of September student lists are collected based on diagnostics and teacher observation.	All teachers, guidance counselor and administrators, teacher liaison to YMCA
Tutoring, mentoring, Regents and SAT prep	Lowest third students	September through June once per week.	All teachers
Participation in arts integrated curriculum	All students	Throughout school year for all grades	Community based organizations (MCC Theatre, YMCA, New York Cares, Police Explorers, Strike Anywhere theatre

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Participation with Digital Ready, which funds additional partnerships with Beam Center, Magicbox, Tribeca Films, Script Ed and Hidden Lever games

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	---	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
5. Monitoring of programs and tutoring: 21 teachers, 2 administrators, 1 guidance counselor, weekly team meetings (45 minutes weekly) and Coordinating Council (1 hour weekly)
6. Regents prep: 2 teachers for 8 week sessions, 2 teacher per session hours per week. Targeted mentoring and tutoring: 21 teachers, February to June, 4 teacher per session hours per month
7. MCC Theatre artist works with 1 ninth grade English teacher on a weekly basis in 3 sections, October through June to integrate theatre arts into literacy intensive ELA curriculum

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
---	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2013-2014 PFQR provided the following feedback with regard to Tenet 4: In order to move from Effective to Highly Effective (4.2) Provide meaningful extensions across all classrooms that reflect the school wide instructional practice and short and long term goals in order to challenge and support all students, including English language learners and students with disabilities. Our school has already shifted to Outcomes based assessment, which enables us to consider what skills and concepts students have mastered rather than simply what work has been completed. We use Jumprope software to track mastery of Outcomes and will continue to improve our practices in this area. We believe this is a high leverage area of focus for our continuous professional development this year.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, All teachers will have shifted instructional planning to include mastery based Outcomes into all instructional units (as documented in Jumprope grading program) in order to provide targeted improvement plans to students.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
3. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>Analyze student work to determine skills gaps and adjust curriculum accordingly and provide each other feedback on proposed Outcomes and assessments</p>	<p>Teachers, Students</p>	<p>Cluster and discipline meetings weekly/bi-weekly.</p>	<p>All teachers will implement this work in both weekly Cluster meetings and twice monthly discipline meetings.</p>
<p>PD workshops and educational consultants from The Internationals Network for Public schools will guide teachers in development of Outcomes through classroom and curriculum support.</p>	<p>teachers</p>	<p>Diagnostic and two interim assessments completed by end of semester one.</p>	<p>Teachers will be supported in this work by: Principal, Assistant Principal, Writing Project Coach, CFN Math Coach.</p>
<p>PD meetings with partner school and Jumprope staff, as well as weekly Cluster meetings will provide continued technical support for implementation of Jumprope grading software which assesses students based on mastery of Outcomes.</p>	<p>Teachers</p>	<p>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.</p>	<p>All teachers will implement new grading program.</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PD time, weekly team planning time for teachers, Jumprope software, monthly PD in Mastery Assessment Collaborative through Digital Ready

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	---	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

1. All teacher 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.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2013-2014 PFQR provided the following feedback for Tenet 2, in order to help us move from Effective to Highly Effective: (2.4) provide timely on-going evidence-based, actionable feedback to all teachers that is aligned to professional and school goals and supports staff in taking ownership for the next stages of their development. Last year our school leaders increased the number of observations and feedback meetings for teachers. This year we have been able to adapt our teacher evaluation system based on the PROSE option and will now include more robust and formalized inter-visitations aligned with teacher goals. Teachers will also all participate in presenting their portfolios in the Spring for professional review and feedback from colleagues and administrators.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will participate in differentiated professional development targeted to improve their capacity to give actionable feedback after observing teachers, in order to build teacher capacity and improve student performance. Measurable by an increase in the number of Effective and Highly Effective teachers.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 4. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 5. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 6. Strategies to increase parent involvement and engagement 7. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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.	Assistant Principal, Principal, teachers	School leaders attend one full day meeting per month, agenda and minutes shared with Coordinating Council.	Principal, AP and INPS facilitators and coaches
Principal will participate in a Critical Friends leadership group through The Leadership Academy which will continue to support evaluation of success of our restructuring process.	Principal, staff	Participate in Consultancy protocol to present problem of practice and explore solutions with Colleagues and Coach.	Principal and Leadership Academy Coach
School leaders will participate in Learning Partners program triad with Brooklyn International and International High School at Lafayette in order to share best practices around curriculum development and technology.	Learning Partners team of 3 teachers, full staff	Twice monthly team meetings with liaison from LP and teacher team, establishing an action plan, focused visits between schools by teachers and administrators to further examine successful systems and structures at a similar school	Principal, AP, Learning Partners teams at each school, administrators at each school.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	---	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

School leaders attend one full day meeting per month, agenda and minutes shared with Coordinating Council. Participate in Consultancy protocol to present problem of practice and explore solutions with Colleagues and Coach. Learning Partners begins in early Fall with school leader meeting and establishing an action plan, MIHS team and additional teachers will visit with administrators to further examine successful systems and structures at a similar school, we will have twice monthly meetings for progress monitoring with our MIHS team and LP liaison

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our most recent PPO visit from Superintendent Walsh included the following as our area of focus: **“Establish a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve those expectations (3.4)** The principal stated that from day one, students and parents at Manhattan International High School understand the expectation that all graduates will attend college. Students have opportunities to participate in College Now with Hunter College and BMCC, the CARA program. The principal and AP communicate high expectations through faculty and student handbooks, School Messenger, and online grading system. Free ESL classes are offered to parents through CBO partners. Student government organizes all student activities. Town halls are held once a month to reinforce a positive school culture and provide interactive presentations.”

The principal and AP will work to ensure the guidance team is meeting expectations and counselors are held individually accountable for meeting goals. We will also continue to improve support for parents with the College Application process.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will improve communication and provide a welcoming environment to parents as indicated by over 12% attendance at parent events.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Train staff to use Jumprope grading software and provide access to parents and students.	Teachers, parents, students	Teacher training in Jumprope in September, October and January, by January students have access, by June parents have access.	Administrators, Jumprope
Host Open school night so that parents can observe student classes, target parents of struggling students	parents	By the end of November host Open School night	Parent Coordinator, teachers, administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Refreshments for open school night and other parent meetings, metrocards for parents to attend events.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Teachers complete grades using Jumprope, provide training for parent and student access and PD for teachers.

Get over 10% of our parents to attend Open school night.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports and other assessment data.	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects  Recent immigrant English Language Learners receive after-school tutoring in English, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes.	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on their portfolios weekly.	More individualized attention during class periods and in tutoring after school. All students who require extra support for the ELA exam receive after- school Regents prep (11 <sup>th</sup> and 12 <sup>th</sup> grade)
<b>Mathematics</b>	We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports and other assessment data.	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students.	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on their portfolios weekly.	More individualized attention during class periods and in tutoring after school.
<b>Science</b>	We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports and other assessment data.	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students.	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on	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

			their portfolios weekly.	
<b>Social Studies</b>	We use a combination of data sources, including: teacher diagnostics, official lowest third identification, scholarship reports and other assessment data.	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. After-school tutoring for our most recent immigrant ELL students.	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on their portfolios weekly.	More individualized attention during class periods and in tutoring after school. Students also have a chance to receive assistance in this subject during the Saturday Academy.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified by referrals from teachers, administrators or parent coordinator	Guidance Counselor, School Psychologist, Mt. Sinai Health Clinic, Community Based organizations	Groups and one to one.	During elective time, lunch time or after school.

## 02M459 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	344      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A      # Drama
# Foreign Language	N/A	# Dance	N/A      # CTE
School Composition (2013-14)			
% Title I Population	80.8%	% Attendance Rate	92.4%
% Free Lunch	62.2%	% Reduced Lunch	0.3%
% Limited English Proficient	78.0%	% Students with Disabilities	2.7%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.3%	% Black or African American	16.3%
% Hispanic or Latino	35.0%	% Asian or Native Hawaiian/Pacific Islander	35.0%
% White	13.0%	% Multi-Racial	0.3%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	6.95
Student Performance for Elementary and Middle Schools (2013-14)			
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 (2012-13)			
ELA Performance at levels 3 & 4	73.5%	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	94.7%	% of 2nd year students who earned 10+ credits	92.5%
% of 3rd year students who earned 10+ credits	97.1%	4 Year Graduation Rate	71.2%
6 Year Graduation Rate	75.8%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
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 (2012-13)			
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		

## 02M459 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	344      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A      # Drama
# Foreign Language	N/A	# Dance	N/A      # CTE
School Composition (2013-14)			
% Title I Population	80.8%	% Attendance Rate	92.4%
% Free Lunch	62.2%	% Reduced Lunch	0.3%
% Limited English Proficient	78.0%	% Students with Disabilities	2.7%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.3%	% Black or African American	16.3%
% Hispanic or Latino	35.0%	% Asian or Native Hawaiian/Pacific Islander	35.0%
% White	13.0%	% Multi-Racial	0.3%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	6.95
Student Performance for Elementary and Middle Schools (2013-14)			
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 (2012-13)			
ELA Performance at levels 3 & 4	73.5%	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	94.7%	% of 2nd year students who earned 10+ credits	92.5%
% of 3rd year students who earned 10+ credits	97.1%	4 Year Graduation Rate	71.2%
6 Year Graduation Rate	75.8%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
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 (2012-13)			
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		

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.

**2b. 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, The NYS Performance Standards Consortium, Children’s First Network 106, NYC DOE Office of English Language Learner’s for professional development. 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.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

Through our governing system of meeting weekly with representatives from each teacher team, our teachers participate in most school decision making, including assessment. Teachers chose and use Reading Plus, Reading Horizons, Learning Upgrade etc. PD is provided by the software providers as well as the Consortium, CFN and INPS.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$197, 940	X	pp 10,13,15,20,22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$73,659	X	pp 10,13,15,20,22
Title II, Part A	Federal			
Title III, Part A	Federal	\$30,688	X	pp 10,13,15,20,22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,049,182	X	pp 10,13,15,20,22

**<sup>1</sup>Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) for Manhattan International H.S.

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 the school. **[The Manhattan International High 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 the school and the families. The 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 the school community. **[The Manhattan International High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)**

**The Manhattan International HS**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>459</b>
School Name <b>The Manhattan International High School</b>		

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>333</b>	Total number of ELLs	<b>277</b>	ELLs as share of total student population (%)	<b>83.18%</b>
--	------------	----------------------	------------	---	---------------

# 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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										75	107	72	74	328
SELECT ONE														0
<b>Total</b>	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	185	53		72	46		2	0		259
<b>Total</b>	<b>185</b>	<b>53</b>	<b>0</b>	<b>72</b>	<b>46</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>259</b>

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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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
<b>TOTAL</b>	<b>0</b>	<b>88</b>	<b>86</b>	<b>48</b>	<b>41</b>	<b>263</b>								

## 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
Intermediate(I)										10	46	23	22	101
Advanced (A)										11	13	17	19	60
Total	<b>0</b>	<b>56</b>	<b>82</b>	<b>44</b>	<b>41</b>	<b>223</b>								

**NYSESLAT Modality Analysis**

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

**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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 9<sup>th</sup> and 10<sup>th</sup> grades, most intermediate students in 10<sup>th</sup>, 11 and 12<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grades. A clear decline is noticed in 11<sup>th</sup> and 12<sup>th</sup> grades, as students English proficiency levels increase. Our teams has also focused now on what specific progress 11<sup>th</sup> and 12<sup>th</sup> 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' 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. [i](#)  
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 diverse 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. 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 of 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:

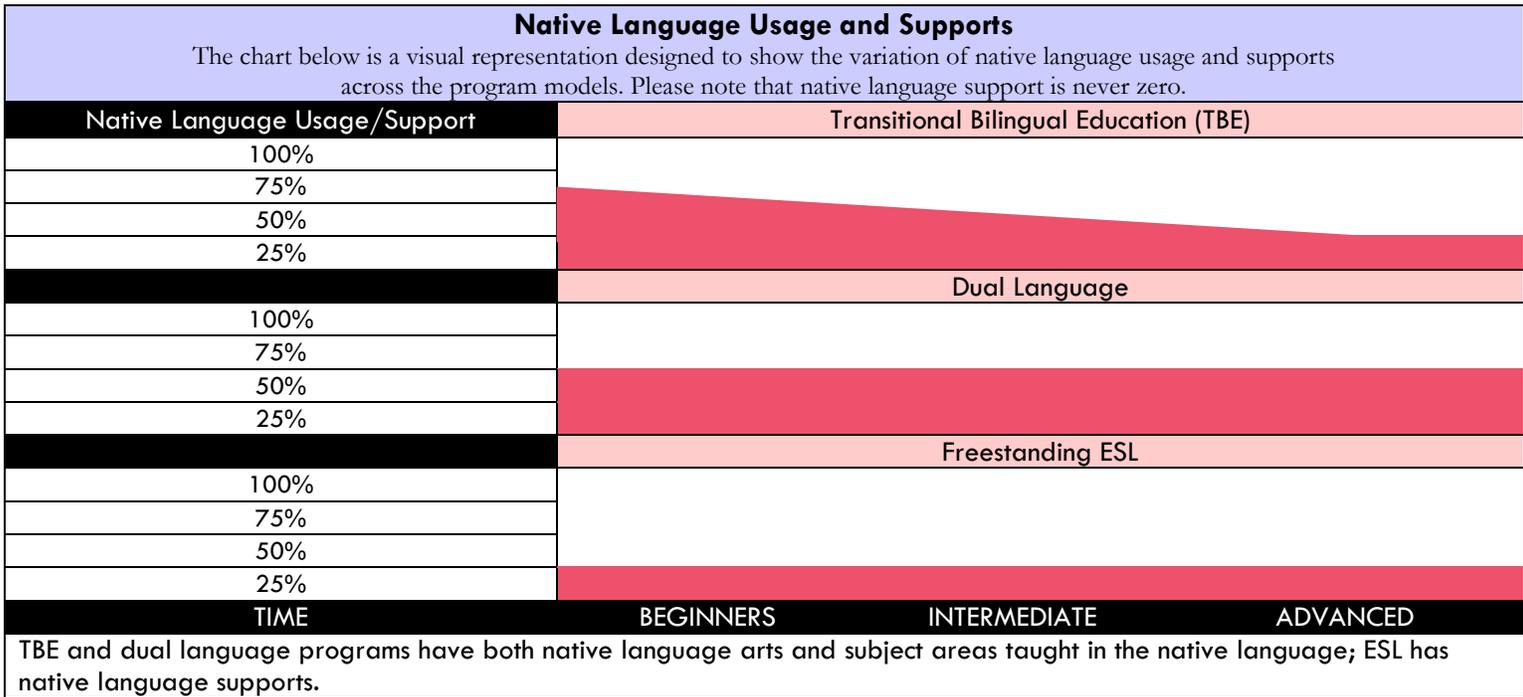
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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 11<sup>th</sup> and 12<sup>th</sup> 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' 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 9<sup>th</sup> and 10<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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 sub-groups 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 156
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 10  
# of certified ESL/Bilingual teachers: 6  
# of content area teachers: 4

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:

**Title III Supplemental Instructional Program**

The Title III Program provides English Language Learners with supplemental instruction in an After School Title III Program, a Saturday Academy for ELA and Science Literacy , After School Title III Small Group Enrichment Program, 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 6, 2014 thru June 7, 2015.

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 Title III supplemental instructional programs mentioned above which are designed to meet their linguistic and academic needs. In addition our former ELL's may participate for up to two years after exiting ELL status. All of our ESL teachers are fully licensed, and all of our content area teachers receive more than 10 hours of ESL training annually.

**Saturday Academy for ELA and Science Literacy**

The Saturday Academy addresses the needs of our newest ELLs and SIFE students in 9th and 10th grade in need of literacy and science support based on teacher recommendation and an analysis of recent NYSITELL and NYSESLAT scores. Reading Plus 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. An ESL teacher team teaches with an ELA teacher and a science teacher to help students improve their academic literacy skills across content areas. Students develop science literacy using English acquisition through new vocabulary learning and oral practice through individual, group, and class discussion. Other instructional materials include bilingual dictionaries, USB drives, and composition journal books, poster boards, construction paper and other art supplies. There are planned trips to Libery Science Center, Union Square Market, New York Hall of Science. Classes are team taught by a certified ESL teacher and an ELA teacher, and a certified ESL teacher and a science teacher. Classes will meet during the spring semester for 14 sessions (Feb. 7,28, March 7, 14, 21, 28 April 18,25 May 2, 9, 16, 30 June 6,13) of 90 minutes each, 9:00 am - 10:30

## Part B: Direct Instruction Supplemental Program Information

am and 10:30 am - 12:00 pm, beginning February 7, 2015 and ending on June 13, 2015. 60 students in grades 9 and 10 will be served.

### After School Title III Instructional Program

Targets 48 ELLs in grades 9 and 10 in the lowest third by providing supplementary, language-rich instruction in English. The after school program supports student literacy skills by enhancing student writing through support in developing vocabulary and grammar skills as well as improving reading comprehension. Reading Plus 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. Instructional materials include bilingual dictionaries, USB drives and composition journal books. Two classes meet for two hours per week on Monday and Wednesday from 3:30-4:30 from February 2015-June 2015 ( Feb. 4,9,11,23,25 March 2,4,9,11,16,18,23,25,30 April 1,13,15,20,22,27,29 May 4,6,11,13,18,20,27 June 1,3,8,10. Classes are taught by two certified ESL teachers.

### After School Title III Small Group Instruction

Provides direct instruction to a small group (24) of ELLs with ELA literacy needs based on NYSESLAT scores and NYS standardized testing. The class will be targeted to 11th and 12th graders who tested at the intermediate and advanced level. The focus of instruction will be on improving and enhancing reading and writing skills which will help to develop students college readiness. Instructional materials will include the cost of the novels *The Namesake* by Jhumpa Lahiri and *The Arrival* by Shaun Tan. The class meets after school for two hours per week on Mondays from 3:10 - 5:10 for 20 weeks (October 20, 27 November 3, 10, 17, 24 December 1, 8, 15, 22 January 5, 12 February 9, 23 March 2, 9, 16, 23, 30 April 13) and is team taught by a certified ESL teacher and an ELA teacher.

### Yearbook Class

The rationale for this class is to enhance language development through hands on activities such as writing text and captions, designing layouts, proofing and editing written work. The class targets 16 11th and 12th grade students and is team taught by a certified ESL teacher and a math teacher.

Instructional materials include: graphing calculators, USB drives and copy paper. The class meets once a week on Mondays from 4:05 pm - 6:05 pm for 20 weeks ( November 3,10,17,24 December 1,8,15 January 5, 12 February 9, 23 March 2, 9, 16, 23, 30 April 13, 20, 27 May 4).

## 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

## Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Title III professional development program will focus on providing teachers with various instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops will be paid in the trainee rate and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by fellow faculty members and school administrators.

In addition to our regular monthly professional development meetings held during the school day, teachers working in the supplementary instructional program will receive 7 sessions of professional development afterschool on Thursday's from 3:15 pm to 4:15 pm. In addition they have the opportunity to attend outside professional development workshops offered throughout the year by: International Network for Public Schools (INPS), New York Performance Standards Consortium, the DOE Digital Ready initiative and Learning Partners.

Planned Timeline:

1. One 1 hour session, October 16th, 2014: Using Schoology to Increase Engagement, attended by 6 ELS licensed teachers and other staff.

2. One 1-hour session: October 23rd workshop on writing quality IEP's attending by 7 ESL licensed teachers and other staff.

3. One 1-hour sessions on Basic Smartboard training to Increase Engagement for ELL's. (Held: Thursday, October 30, 2014, from 3:15-4:15 pm. This PD was attended by 5 ESL certified teachers plus other staff members.

4.. One 1-hour session: Focusing on strategies for language and content integration and supporting ELL's student in writing portfolio projects. (Planned: Wed. Nov. 13, 2014, from 3:15-4:15 pm. To be facilitated by an ESL certified pedagogue. Anticipated attendance includes: 5 ESL certified teachers and 9 Content area teachers including.

5. One 1-hour session focusing on sharing interdisciplinary projects looking through the lens of scaffolding for our ELL's. (Planned: Jan. 15, 2015, from 3:15-4:15 pm. To be facilitated an ESL licensed pedagogue. Anticipated attendees include 5 ESL certified teachers and 9 content area teachers including.

6. One 1-hour session focusing on developing project based interdisciplinary curriculum for our ELL students. Creating interdisciplinary strategies to support ELL students. (Planned for: Feb. 3, 2015 from 3:15-4:15 pm to be facilitated an ESL certified pedagogue. Anticipated attendees include 5 ESL certified teachers and 9 Content area teachers including.

Once again this coming year 15 schools in the Internationals Network of Public Schools (INPS) will jointly plan and coordinate after school workshops to support teachers. Staff from all fifteen schools will continue to be engaged in workshops to discuss second language acquisition, project based education, collaborative learning, thematic interdisciplinary instruction, scaffolding, and language development in the content area. Over the next year International High School will conduct workshops and staff development on curriculum sharing within the school and will work jointly with the other fourteen INPS schools to conduct curriculum sharing so that teachers and staff can benefit from shared knowledge and professional development. (One all day workshop was held on Staff Development Day, November 4, 2014. Future workshops are in the planning stages).

**Part C: Professional Development**

**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:

Title III Parent Engagement

Based on a needs assessment conducted by by our Parent Coordinator, Manhattan International will offer a Parent ESL class taught by a certified ESL teacher, every Thursday from 4:30 - 6:00 PM for 19 weeks ( January 8,15,22, 29 February 5,12 26 March 5, 12, 19, 26 April 16,23,30 May 7, 14,21,28 June 11). Instructional materials will be purchased to support parent activity and light refreshments will be served. The Class and workshops 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	_____	_____

**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"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____