



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

02M459

School Name:

MANHATTAN INTERNATIONAL HIGH SCHOOL

Principal:

GLADYS 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 (SCEP)

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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
Grades Served: 9-12
School Address: 317 E. 67th St. New York, NY 10065
Phone Number: (212) 517-6728 Fax: (212)517-7147
School Contact Person: Gladys Dorilda Rodriguez Email Address: Grodriguez2@schools.nyc.gov
Principal: Gladys Dorilda Rodriguez
UFT Chapter Leader: Bonnie MacSaveny
Parents' Association President: Aristide Ouedrogo
SLT Chairperson: Daira Olivero
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Aristide Ouedrogo
Student Representative(s): Faria Hoque
Erika Yu

District Information

District: 02 Superintendent: Kathy Rehfield-Pelles
335 Adams Street, room 508
Superintendent's Office Address: Brooklyn, NY 11201
Superintendent's Email Address: kpelles@schools.nyc.gov
Phone Number: (718)923-5181 Fax: (718) 923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston St. Brooklyn, NY 11201
Director's Email Address: aanormaliza@schools.nyc.gov
Phone Number: (718)935-5618 Fax: (718)935-5941

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Bonnie MacSaveny	*UFT Chapter Leader or Designee	
Aristide Ouedrogo	*PA/PTA President or Designated Co-President	
James Barkley	DC 37 Representative (staff), if applicable	
Aristide Ouedrogo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Faria Hoque	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Erika Yu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
YMCA	CBO Rep/Candy Halikas	
Mie Mie Mynt	Member/Parent	
Victoria Ramos	Member/parent	
Marisol Martinez	Member/Parent	
Loza Beyene	Member/Parent	
Amanda Paladines	Member/Parent	
Kassiano Gallia	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dara Valconcha	Member/Teacher	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our school is unique because it serves entirely newcomer immigrant students who are classified as English Language Learners (ELL's). Additionally, 24% percent of our students are classified as Students With Interrupted Formal Education (SIFE), which means they may have attended little or no school and are not literate in any language. The Internationals for Public Schools (INPS) model is also not the traditional approach to teaching English Language Learners. 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 on Regents exam scores. These unique qualities of our school are reflected in our SCEP.

We have improved our 4 year graduation rate dramatically over the past four years and we hope to continue this trend. Our six year graduation rate of 83.1% indicates that we are successfully graduating the majority of our students. Research on the ELL 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 focus within the Framework for Great Schools has been in the areas of Rigorous Instruction and Collaborative Teachers. Our QR results over the past two years reflect improvements in these areas (from Proficient to Well Developed). This year we will continue our focus on Rigorous Instruction, Collaborative Teachers as well as Strong Family-Community Ties.

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. To help us bring our mission to life, this year we will once again participate in two DOE initiatives: Progressive Redesign Opportunity Schools for Excellence (PROSE), which allows us to approach teacher evaluation and student assessment with flexibility that supports our model, and Digital Ready, which supports our integration of arts and technology into students academic lives. In addition, we are one of 113 schools across the country to receive an Apple ConnectEd grant, which will provide 1:1 I pad technology and professional development support from Apple. We are excited that this technology support will allow our students to close the technology gap with their wealthier peers and increase engagement and academic achievement. Our work through PROSE allowed us to improve our work around Collaboration among teachers and this is the area we made the most progress with last year. For the upcoming year we will focus on the area of trust, but introducing Restorative Justice practices. To that end, this summer we embarked on bringing Restorative Justice and "circle" practices to our school by sending a team to the summer training offered by the Morningside Center for Teaching Social Responsibility. We will follow up that training with PD throughout the year from our internal team, supported by the Morningside Center coach. Along with ongoing work on Rigorous Instruction and Collaborative Teachers, this will be our focus this year. Our school made the most progress in DTSDE tenets 2, 3 and 4. During our Quality Review from this past year we were designated as "Well Developed" in all indicators. We met our goals from our SCEP from 2014-2015 and are pursuing next steps towards continuous improvement.

02M459 School Information Sheet

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				
Accountability Status – Elementary and Middle Schools				
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			
Accountability Status – High Schools				
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 – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>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. In grades 9-11 students complete end of year presentations as benchmarks for moving to the next level. Our seniors complete and present Portfolio projects in each subject and present them to a panel. We also revised our oral presentation rubric to focus more on presentation of evidence, in line with Common Core standards. They are assessed for written work with the Consortium rubric (used by all Consortium schools) and in addition they are assessed separately on their ability to present their work to a panel of teachers. The Consortium rubric is Common Core aligned and is how we ensure that when our students graduate they are college and career ready. For this reason we feel that increased accomplishment in this area will be a high leverage way of improving instruction and learning across the school. All of our teachers plan backwards from our 12th grade Performance Based Assessments, so an increase in completion of PBAT’s is a reflection of the work that happens across the school. Although we have seen steady improvement in our graduation rate and in our scholarship reports from Jumprope, we want to continue to move towards having 100% of our senior cohort successfully complete PBAT’s.</p> <p>Our 2014-2015 QR report found that we were Well Developed in indicator 1.1 (Ensure engaging, rigorous, and coherent curricula in all subjects). This report cited as evidence a review of curriculum and our work through the Consortium of aligning to our graduation PBAT’s, our use of DOK, and curriculum review process as well as classroom visits. This Fall,</p>		

two areas for focus were suggested in our October 2015 PPO visit, one of which relates to the Framework for Great Schools area of Rigorous Instruction. We will follow this suggestion to: Work on supporting teachers to focus on big picture purpose for the lesson and daily tasks that optimize interdisciplinary opportunities. This focus on instruction and curriculum will lead to improvements in our PBAT work (PBAT units are a crucial part of the curricular work at the school).

This work will happen in our weekly team meetings as well as through professional development with the Internationals Network and the Consortium. As an example, four teachers recently went on an inter-visitation sponsored by INPS to visit Flushing International as they featured their Inter-disciplinary project work in order to improve their own inter-disciplinary units. In addition we have restructured our schedule to allow for more use of Reading Plus, which has become an integral part of our literacy classes. Other plans detailed below include: The use of mastery based grading, supported by Jumprope software in order to keep the focus on big picture skills. In addition, the use of Learning Upgrade in Math classes to assist with precise assessment and practice. Finally, our continued work with our technology and arts partnerships increases engagement, supports inter-disciplinary work and enriches classes at every grade level. All of these elements improve instruction and curriculum and will lead to stronger PBAT work for our seniors.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>This year our schedule has been changed to integrate senior mentoring into our school day (rather than after school). Every teacher mentors 3-4 seniors weekly to help them complete and prepare to present their portfolio work. We expect this to increase the number of students on track with projects. Senior teachers are communicating weekly about students who are not on track.</p>	<p>All seniors</p> <p>These programs are used for all students, but we will target lowest third students.</p>	<p>Weekly mentoring began the first week of school and continues until June 2016.</p>	<p>9-12th grade teachers, especially the Portfolio Coordinator and Portfolio Committee and Senior teacher team.</p>

<p>Additionally to support students across the school to prepare them for PBAT's:</p> <ul style="list-style-type: none"> • Support students in the lowest third through the use of educational reading and math software programs: Reading Plus, Rosetta Stone, Learning Upgrade, Duolingo. • These programs allow teachers to diagnose with precision and communicate with students and parents about areas for remediation. Student can work on targeted skills individually that will support overall success with project based work. • In addition, with the information from Reading Plus, SIFE students are placed in three different after school groups based on need: An English conversation class, a group for Spanish speakers and a reading/writing group. • The software programs can be utilized at home and thereby engage family members in the work of school. 			
<p>Provide Professional Development for teachers from INPS and The New York Performance Consortium, geared towards</p>	<p>Admin and teachers.</p>	<p>Assess students with Reading Plus and other software September, ongoing assessment and adjustment</p>	<p>.Partner Organizations and teachers.</p>

differentiating for students with mixed abilities, interdisciplinary work, mastery based grading, strategies for ELL's. All of our students are ELL's, so everything we do is targeted for this population.		per marking period, use until June.	
Provide engaging curriculum with assistance from partner programs: MCC Theatre, Strike Anywhere, Beam Center, Magic Box Productions, Reel Works, ScriptEd, The Family Cook. Partner organizations work with students at every grade level to increase engagement in classes, teach marketable skills (film making, coding, cooking etc.) and provide internships as well as showcase events for parents in the Spring.	Students and teachers		Partner organizations and teachers.
Use Jumprope, grading software, to support Mastery based assessment. Participation in Mastery Based Collaborative group through the Department of Education.	teachers		Principal, AP, two teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 montly 1-3pm through the NYC Leadership Academy. • Purchase of Reading Plus, Learning Upgrade. • Volunteer time for after school SIFE groups, teacher per session for same. • Partner organizations are paid for in-class residencies and planning time. • Purchase of Jumprope software. • Supervisor per diem for after school activities. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Ongoing reading levels generated from Reading Plus used to track student progress. In February we will look at Reading Plus data to ensure that 80% of students have made at least one reading level gain.

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. During mid-year conferences with teachers the focus will be on assessing student progress with PBAT projects. We will look at gradebooks to determine whether students are on track to meet our goal of 80% passing on PBAT projects. Each teacher mentors 3-4 seniors so focus can be on support plans for those students. Senior teachers are currently giving weekly updates to mentors on missing/incomplete PBAT projects. This will continue through PBAT presentations and will allow ongoing tracking of progress.

3. Curriculum Share at mid-year and Structured Review of teacher work at year end enables teachers and administrators to evaluate and give feedback on curriculum and student work. In February every teacher will participate in a Curriculum share and record what was shared and actionable next steps received as feedback. These documents will be reviewed by administrators to monitor progress with curriculum planning and Common Core alignment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Our 2014-2015 QR did not include an evaluation of Supportive Environment, but did give recommendations in the area of High Expectations, which are relevant and related to Supportive Environment, specifically we received a Well Developed: “A culture of mutual accountability around high expectations exists among all staff members. Students are motivated to own their own educational experience and support their peers so that they are prepared for college and career decisions.”</p> <p>This year we will continue our College Bridge program through College Access: Research and Action (CARA). We hired an alumna to work with current seniors on college matriculation and application support and expand it to begin in October rather than February, based on positive data from last year about improvements in matriculation rates. Specifically we saw increases as follows that were a direct result of the work of our CARA coach last year:</p> <ul style="list-style-type: none"> A 14% increase in completion of FAFSA financial aid paperwork. A 16% increase in the rate of students accepting college admission and putting down a deposit. A 21% increase in completion of placement tests. Resulting in 98% of our 2015 graduated seniors having a set orientation date or having attended an orientation by August 2015. 		

Our continuation with Digital Ready initiative will also positively contribute to this area. We will continue to benefit from being on a campus with a LYFE 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. Data from the past few years indicates that our 4 year College Readiness index and the 6 year College Readiness index with Persistence have all steadily increased for the last three years. We saw a slight decrease from last year in our Learning Environment survey results in the area of school culture. In order to address this we are introducing Restorative Justice practices this year. A team of teachers attended training during summer of 2015, had already provided professional development for the staff and is introducing circle practices to all of our students. We will continue this work with a coach from the Morningside Center throughout the year. We believe that with a combination of strong college readiness, community service and mentoring practices, and directly addressing culture through our circle practices we will continue to improve in the area of Supportive Environment.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will raise participation in our programs that target student socio-emotional growth. There will be a 25% increase in student participation (up from 62 students to approximately 77) in the following activities: Targeted tutoring, individual mentoring, Regents preparation, SAT preparation, Reading Plus program, YMCA programs, John Jay Upward Bound, BMCC Step, SEO Scholars, Mouse Squad, Green Team, newly created after school Conversation Clubs, Big Brother, Big Sister mentoring, and New York Cares community service.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Identify student need, track attendance and progress and evaluate efficacy of YMCA programs.</p>	<p>Students</p>	<p>By the end of September student lists are collected based on diagnostics and teacher observation.</p>	<p>All teachers, guidance counselor and administrators, teacher liaison to YMCA</p>
<p>Tutoring, mentoring, Regents and SAT prep, Big Brother, Big Sister, New York Cares.</p>	<p>Lowest third students</p>	<p>September through June once per week.</p>	<p>All teachers.</p>
<p>Participation in arts integrated curriculum.</p>	<p>All students</p>	<p>Throughout school year for all grades</p>	<p>Community based organizations and Partners (MCC Theatre, YMCA, New York Cares, Police Explorers, Strike Anywhere theatre, Beam Center, Reel Works, Magic Box Productions, The Family Cook)</p>

Introducing Restorative Justice practices to staff and students: Summer staff PD, 21 days with coach, introduction fo circle practices in academic classes leading to Restorative Justice to address problems needing mediation.	All teachers, all staff.	Summer 2015 through June 2016	Morningside Center for Teaching Social Responsibility
--	--------------------------	-------------------------------	---

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Programs and tutoring: 21 teachers, 2 administrators, 1 guidance counselor, weekly team meetings (45 minutes weekly) and Coordinating Council (1 hour weekly) • 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 • 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 • Other partners work with 1-2 teachers for 4-6 week units on a weekly basis with 4 sections October through June to integrate arts and technology instruction into core content classes for all students. • Newly created schedule designed to incorporate arts and technology partnerships and inter-disciplinary work. • Funding school partnerships with Beam Center, Magic Box, Tribeca Films, Script Ed and Family Cook Productions are shared by school funds and the Digital Ready initiative. • Apple ConnectEd grant funding 1:1 technology. • Funding for teacher teams coordinating services and funding for coordinator for YMCA Programs. • Community Assistant and Parent Coordinator time for coordinating College Now and Community Service activities. • Funding for Coach from Morningside Center for Restorative Justice, 21 days coaching and PD for Restorative Justice practices.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • Identify student need, track attendance and progress and evaluate efficacy of YMCA programs. At mid-year, ensure that at least 30 students are participating in YMCA programs, with the majority in 9th grade. • Create a spreadsheet to track participation in all College Ready programs, ensure that students are targeted strategically and there is not overlap in participation in various programs. At the mid-year, check that enrollment of 9th and 10th graders has happened for all College Readiness programs (BMCC, STEP, SEO, Upward Bound, Hunter College Now) and that total number of students is on target.
--

- Ensure smooth running and success of Cluster partnerships through student evaluations and teacher meetings. These programs include all students. Verify that promised internships for summer are in the works at mid-year.
- By November, verify that targeted 12th graders are involved with extra Regents prep class.
- Mid-year meeting with Morningside Center coach to assess progress towards community building. By mid year, all students will have participated in multiple academic and community building circles. Cluster teams will begin making plans to utilize these practices in a disciplinary context.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>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 QR report from 2014-2015 granted a Well Developed in the area of 4.2 Teacher teams and leadership development, citing “The vast majority of teachers are engaged in structured, inquiry based collaborations. Distributed teacher leadership is embedded across all areas of the school.” The report cited meetings with two teacher teams to support this finding.</p> <p>Our school has fully 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 will continue to use Jumprope software to track mastery of Outcomes and will improve our practices in this area. We believe this is a high leverage area of focus for our continuous professional development next year. We have joined the Mastery Collaborative program for school year 2015-2016, which will connect us to other schools working on Mastery based grading and so we can refine our Outcomes and practices. The use of Mastery Based grading improves collaboration within and across disciplines by allowing teachers to see the common skills that they are teaching towards. It makes it easier for teachers within a discipline to align skill building across the grades in a purposeful way.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, using a review of the Jumprope grading program as evidence, all core academic subject teachers will have refined and aligned mastery-based outcomes for all instructional units.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<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>5 Discipline Coordinators</p>

All teachers will implement this work in both weekly Cluster meetings and twice monthly discipline meetings.			
<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>Participation in Mastery Collaborative working group through DOE will support this work.</p>	Teachers	Diagnostic and two interim assessments completed by end of semester one.	Teachers will be supported in this work by: Principal, Assistant Principal, Jumprope PD, Digital Ready Mastery Collaborative, monthly PD.
<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>	Teachers	<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>	All teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. All teacher will complete Outcomes for courses by end of first marking period and use Jumprope to record grades
2. PD to refine and confirm development of quality Outcomes.
3. At mid-year, administrators will use "back office" function to review teacher outcomes for consistency and quality. At this point Outcomes should be consistent across disciplines. Feedback will be shard at Discipline Coordinator meeting.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Our QR from 2014-2015 did not assess Leadership directly, aside from under the category of (3.4) High Expectations, where we were granted a Well Developed. 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.</p> <p>During school year 2014-2015 we conducted observations and met with teachers per our PROSE agreement. We have been able to adapt our teacher evaluation system based on the PROSE option and this meant we could include more robust and formalized inter-visitations aligned with teacher goals. Teachers participated in presenting their portfolios in the spring for professional review and feedback from colleagues and administrators. This process was very successful and teachers expressed the wish to share curriculum at both mid year and end of year for 2015-2016, which we plan to do.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 overall number of Highly Effective teachers as compared to June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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</p>	<p>Assistant Principal, Principal, teachers</p>	<p>School leaders attend one full day meeting per month, agenda and minutes shared with Coordinating Council.</p>	<p>Principal, AP and INPS facilitators and coaches</p>

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.			
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 Consortium partnership with Brooklyn International. For administrators, these school visits will allow them to visit classrooms with supervisors at another school and norm ratings and discuss actionable feedback in a context similar to our home school.	team of 3 teachers, full staff, administrators	Three times per year targeted visits between schools.	Principal, AP, teachers at each school.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 the NYC Leadership Academy. • 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. • Per diem for teacher inter-visitations as part of PROSE. • Per session for teacher curriculum share and end of year Roundtable evaluations. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- In February, administrators will have completed half of all teacher observations and met with teachers within a week of the observation to provide actionable feedback.
- In February, administrators will have each participated in 5 meetings and classroom visits at other International and Consortium schools, as well as 5 Critical Friends meetings.

In February, at the teacher mid-year check in teachers will review observations from last year and compare them to observations from this year to check that progress has been made on at least two indicators.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Our school has received positive feedback in the area of setting high expectations for parents and students around college expectations (6.2 above). Our PPO visit from Superintendent Walsh in 2014-2015 included the following as our area of focus: (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.”</p> <p>An excerpt from our feedback from our 2012-2013 DQR Report (this is our most recent feedback on School Environment, indicator 1.4):</p> <ul style="list-style-type: none"> The school’s approach to culture building, discipline and socio-emotional support is informed by a theory of action and results in a safe environment that supports students and aligns to school goals, involving students in the school in a variety of ways. (1.4. WD Rating) 		

- The school’s approach to culture is to provide a safe environment that includes culture building and team building across the school and among grade levels. The first week of school is dedicated to an orientation for all students to provide them with opportunities to interact with one another, with staff and sometimes parents in order to build team and culture in the school. There is also a structure in place to connect seniors with a freshman buddy to best support the incoming students and build bonds across grades. The administrators have an open door policy with staff, students and parents so that all three stakeholders were able to speak to strong communication and support in the school. In interdisciplinary, grade level team meetings teachers serve as mentors to students and partner with guidance to serve as case managers in order to best support individual students. As a result there is a strong environment of safety and support that includes parents in communication. This also supports academic progress in that students are aware of what they need to work on. In addition, fifty students participate in student government across grades and have initiated special activities and organized them alongside teachers. As a result, students take ownership of their school environment and take part in culture building in many of the same ways as teachers.

To build on our strengths in this area we will focus on communication with parents about grades, as well as continuing to work to boost attendance at all parent events during the coming school year. The Learning Environment Survey data helped us to focus this goal. In general parent response is very positive compared with citywide results. However, in the section on **Strong Family-Community ties** the item with the most room for improvement is: How often have you communicated with your child’s teacher about your child’s performance (with 11% of parents reporting Never). We think we can improve this by increasing efforts to get parents logged on to our grading Software (Jumprope) so that they can access information about student progress at any time. In addition we want to continue to increase parent attendance at events throughout the year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will improve communication about grades and curriculum and provide a welcoming environment to parents as indicated by over 15% attendance at parent events, as measured by attendance sign-in sheets, increased parent log-in on Jumprope and improvement on the Learning Environment Survey results (specifically we will measure whether the overall rating of 77% improves).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Train staff to use Jumprope grading software and provide access to parents and students.</p> <p>Parent Coordinator will provide multiple workshops, as well as one-on-one training for parents to use Jumprope.</p> <p>In September, teachers teams will designate a teacher who will take students through the process of signing in to</p>	<p>Teachers, parents, students</p>	<p>Teacher training in Jumprope in September, October and January, by January students have access, by June parents have access.</p>	<p>Administrators, Coordinating Council members, mastery Collaborative team of two teachers.</p>

Jumprope and show them how to monitor grades.			
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
		March/April 2016	
For three of our five Digital Ready partners, organize parent events in the Spring to share student work in filmmaking, cooking and engineering.	Parents		4 Teachers, all students, 9-11th grade parents.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Refreshments for open school night and other parent meetings, metrocards for parents to attend events. • Parent Coordinator and Community Assistant per session for evening Parent events. • T shirts for student interns • Jumprope PD for teachers • Supervisor per session for evening events. • Food for Spring partner events. • Planning time for teachers and partner organizations. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By February, all teachers complete grades using Jumprope, provide training for parent and student access and PD for teachers. All students and 50% of parents should have access to Jumprope software as measured by log-in data.
- In February, compare Fall parent night attendance to last year and strategize how to improve for Spring Parent events.
- In February, begin planning for Partner shares with parents through Digital Ready initiative.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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 th and 12 th grade)
Mathematics	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	Students' language is developed in all content area classes and via after-school programs which emphasize cooperative learning and verbal interactions with peers in small groups. Seniors receive one-to-one mentoring on their portfolios weekly.	More individualized attention during class periods and in tutoring after school. All students who require extra support for the ELA exam receive after- school Regents prep (11 th and 12 th grade)

		complete homework and projects in all of their content area classes.		
Science	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.
Social Studies	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.
At-risk services (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.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<p>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.</p> <p>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</p>

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, staff, and paraprofessionals 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, 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.

not applicable

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).

not applicable

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/information, early intervention services, etc.).

not applicable

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.

In conversation with teachers at other International and Consortium schools teachers have identified assessment measures (including teacher made diagnostics, Reading Plus software, Learning Upgrade (Math) software and interim assessments based on the Consortium graduation rubric. Teachers receive professional development during weekly PD time as requested. Teacher teams work together to look at student work, using protocols developed in collaboration with the Internationals Network for Public schools.

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 codes¹. 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	295,572.00	X	Sections 1-5
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	29,992.00	X	Sections 1,2,3
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,270,433.00	X	Sections 1-5

¹Explanation/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.

²The **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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

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.

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: <u>Manhattan International HS</u>	DBN: <u>02M459</u>
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: <u>156</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 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 diccionaries, 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

Part B: Direct Instruction Supplemental Program Information

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
- 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

Part C: Professional Development

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 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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 	_____	_____

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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	-	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 459
School Name The Manhattan International High School		

B. Language Allocation Policy Team Composition

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

Principal Gladys Dorilda Rodriguez	Assistant Principal Heather Cristol
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nina Kogut Akkum	School Counselor Allison Finiasz
Teacher/Subject Area Moses Ahn/ESL Social Studies	Parent
Teacher/Subject Area	Parent Coordinator Daira Olivero
Related-Service Provider type here	Borough Field Support Center Staff Member Jocelyn Santana
Superintendent Kathy Rehfield-Pelles	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	343	Total number of ELLs	242	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	242	Newcomers (ELLs receiving service 0-3 years)	199	ELL Students with Disabilities	6
SIFE	69	Developing ELLs (ELLs receiving service 4-6 years)	37	Long-Term (ELLs receiving service 7 or more years)	0

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	199	69	5	37		1				0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New 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										55	47	36	23	0
Chinese										2	1			0
Russian										1				0
Bengali										2	5	6	9	0
Urdu												1	1	0
Arabic										5	8	8	5	0
Haitian												1	1	0
French										2	8	5	14	0
Korean														0
Punjabi														0
Polish												2	1	0
Albanian														0
Other										11	22	24	31	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										27	12	2	1	0
Emerging (Low Intermediate)										11	20	8	7	0
Transitioning (High Intermediate)										8	15	13	9	0
Expanding (Advanced)										17	21	19	21	0
Commanding (Proficient)										10	4	23	18	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	85	0	49	0
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We have been using Reading Plus, an online reading program, that includes a diagnostic as well as remediation with our SIFE and beginner students. For SIFE students we will also use Reading Horizons if appropriate, a phonics based program that begins with the alphabet and includes translation. This year we have broadened our usage of Reading Plus to include all students because we saw that students who logged the time on the program rose an average of two reading levels in a year. This online tool provides precise data about areas of strength and weakness. We see that, in general, areas of strength include re-reading skills and meta-cognition, where areas of weakness are in close reading and inference. The results allow us to gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. We also use teacher made assessments that allow us to assess student's abilities in writing and math. This information helps inform our school's instructional plan, allowing us to design curriculum to address the specific needs of students. It is particularly helpful for those students in our SIFE class and is a useful tool to share with our content area teachers and after school tutors. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes as well as in our afterschool and Saturday programming, students see improvement over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data indicates the following for our incoming 9th graders:
 Beginners: 37%
 Emerging: 15%
 Transitioning: 11%
 Expanding: 23%
 Proficient: 14%
 While there are naturally fluctuations in the levels of our incoming students, the general trend seems to be that as students move through the grades their literary level improves but most students move up to the Intermediate and Advanced level and many test out. For example, by 12th grade our data looks as follows:

Beginners: 1%
Emerging: 8%
Transitioning: 5%
Expanding: 20%
Proficient: 70%

An analysis of our NYSITELL and NYSESLAT results for the school reveals several things:

- a) Our population is incredibly heterogeneous in terms of language ability.
- b) Most students classified as beginners (beginners and emerging) and intermediates (transitioning and expanding) are situated in the lower grades (9 and 10) while most students deemed expanding and proficient are in the higher grades (11 and 12).
- c) The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
- d) Our NYSITELL data indicates that although most of our new arrivals test as Beginners and nearly all score very low in listening, reading, and writing, after this, the most crucial pattern we see is one of improvement. Our current prediction for the senior class this year is that we will have about 30% of them reading at or above a college ready level of 280 wpm by June.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As mentioned above, the most crucial pattern we see is one of improvement. The vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. After examining students' results in the four modalities (listening, speaking, reading and writing), we noticed certain patterns across proficiency levels and grades. It appears that the reading section offers the most difficulty for our students. In general, the students seem to have an easier time on the writing section of the exam. Speaking skills tend to be higher on the NYSESLAT. The results of the listening section varied and seemed to depend on the topic of the reading. The implications for the school's LAP and instruction seem to be that we need to continue focusing on academic listening and development of reading, writing and speaking skills in all classes throughout the content areas. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development into all content area curricula, which means increased professional development for all teachers in ways of achieving this goal.

Our school uses state and city data regarding our Annual Measureable Objectives (AMO) to identify subgroups that need extra support in order to achieve success.

- As we identify specific subgroups and the areas in which they need support (i.e., Asian subgroup needing support on speaking), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to inform them of the support plan.

- Our Coordinating Council, made up of representatives from the school, meet to analyze "Scholarship Report" data from our specific support plans in working with students involved in our AMO outreach. The data we analyze charts the progress of these students in their different classes.

- Professional development workshops are created and implemented regarding specific techniques and sharing of best practices related to meeting the needs of students in relation to the AMO. These workshops include topics such as "writing across the curriculum" and "preparing students for the ELA Regents in all content areas." When examining the AMAO 1, which is students making progress, we find that our number of students moving from Entering (EN) and Emerging (EM) to Transitioning (TR) and Expanding (EX) increases as their time in our school increases.

As mentioned above, the most crucial pattern we see is one of improvement. The vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. After examining students' results in the four modalities (listening, speaking, reading and writing), we noticed certain patterns across proficiency levels and grades. It appears that the reading section offers the most difficulty for our students. In general, the students seem to have an easier time on the writing section of the exam. Speaking skills tend to be higher on the NYSESLAT. The results of the listening section varied and seemed to depend on the topic of the reading. The implications for the school's LAP and instruction seem to be that we need to continue focusing on academic listening and development of reading, writing and speaking skills in all classes throughout the content areas. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development into all content area curricula, which means increased professional development for all teachers in ways of achieving this goal.

When looking at AMAO 2 which is students achieving proficiency we find that although our school did not meet the target of 15% last year we do see an increase of students reaching proficiency in the higher grade levels. For example, we have 73 ELL's in 9th grade, 72 in 10th grade, 65 in 11th grade and only 21 in 12th grade. This shows a decrease in the number of ELL's, and an increase in the number of proficient students as students progress over their four years.

Our school uses AMAO tools to identify subgroups that need extra support in order to achieve success.

- As we identify specific subgroups and the areas in which they need support (i.e., our subgroups are high school credit failed, no progress on NYSESLAT, and SIFE), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to

inform them of the support plan.

- Our Coordinating Council, made up of representatives from the school, meet to analyze "Scholarship Report" data from our specific support plans in working with students involved in our AMO outreach. The data we analyze charts the progress of these students in their different classes.

- Professional development workshops are created and implemented regarding specific techniques and sharing of best practices related to meeting the needs of students in relation to the AMO. These workshops include topics such as "writing across the curriculum" and "preparing students for the ELA in all content areas."

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a) The patterns across proficiencies and grades is one of growth and improvement. As stated above, this bears out in the NYSESLAT but also on other assessments, exams and portfolio assessments across proficiencies and grades. As members of the NY State Performance Standards Consortium, which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the NYS Regents exams, we only administer the New York State ELA Regents exams. In reviewing the results of the New York State ELA Regents Exam, 72% of our seniors were able to pass this exam this year.

Most of our Advanced ENL students have very little problem passing the ELA English Regents exam. In general, they do well on all sections of the exam. We feel that this is mostly due to our efforts to teach literacy across the curriculum and throughout all disciplines. The implications for the LAP and instruction are that we need to continue to support them in further developing their reading, writing, listening and speaking skills across all disciplines. We need to continue to reinforce cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills for our students. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting.

Our Intermediate ENL students tend to have a much easier time mastering most of the English ELA Regents material. Their biggest problem still tends to be in the listening portion of the exam. The multiple choice section tends to be somewhat difficult for many of our Intermediate students. They tend to do well in the reading portion of the exam except in cases where the reading section is extremely technical. In general, the implications for the LAP and instruction are that we need to continue our efforts to focus on developing basic cognitive listening and reading skills across the disciplines in order to further enhance our students reading and language abilities. In addition, we need to continue to work on helping students to increase their vocabulary, and conceptual skills, and higher order thinking skills, and we need to encourage students to continue practicing their speaking skills. We also need to focus on reinforcing our students' cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting. An emphasis needs to be placed on further developing ways to increase student listening skills both in and out of the classroom.

Our beginner ENL students tend to have the most difficulty in mastering the listening section of the English ELA Regents exam. They also tend to have problems with the reading sections if they are too technical. They tend to be weakest in usage of grammar and tenses in the written portion of the ELA exam. Most of our Beginner ENL students tend to find the multiple choice sections to be extremely difficult. The implications for the LAP and instruction are that we need to continue to focus on developing basic cognitive reading skills across the disciplines in order to further enhance our students reading abilities. We also need to focus on using language glossaries to enhance their understanding of key terms and vocabulary. We need to begin the process of encouraging students to develop higher order thinking skills in English and to work to improve to their spoken language skills.

How are ELLs faring in tests taken in English as compared to the native language?

The patterns across proficiencies and grades were mentioned in the section above but since we do not give tests in native language a comparison cannot be made.

b) Using Periodic/interim assessments to inform instruction:

The Manhattan International HS is currently using the New York State Performance Standard Consortium's rubrics to design and access baseline and benchmark projects that help teachers to inform instruction and monitor students' progress. Baseline and benchmark assessments will be done in all subject areas and in all grade levels this school year. All assessments will be aligned to the NYS Performance Standards Consortium's rubric in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

The indicators used for interim progress and accomplishment are:

- 9th, 10th, 11th and 12th graders will have a baseline assessment administered in the fall semester.
- Subject area teacher will provide feedback to student on baseline assessment.

- 9th, 10th, 11th and 12th graders will have a benchmark assessment administered in the spring semester.
- All 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- All grades present portfolios in the Spring.
- 12th grade graduation portfolio is the final assessment with the NYS Performance Standards Consortium's rubrics.

c) Using Periodic Assessment to learn about ELLs:

An analysis of formative assessment scores and ELA Regents performance has shown correlation. Our formative assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the formative assessments can be given interventions and supports earlier.

A native language assessment is part of the 12th grade portfolio packet and presentation.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

6. How do you make sure that a student's new language development is considered in instructional decisions?

As part of the Internationals' Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strength of each member of the school community to optimize learning.
- Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society.
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program.
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
- One learning model model for all: levers member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Therefore, based on this Internationals Approach, students' backgrounds are viewed as assets in the classroom.

- Foreign transcripts, parent home language survey, NYSESLAT, NYSITELL, ELA, and academic content class grades/teacher feedback are all used to inform us about the child's academic history and background, assisting us in developing an individual academic support plan for a student.
- Important information from Home Language Survey, parent interviews and information on the child's education history are shared with the child's teachers so that teachers take this data into account when developing instruction.
- Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on each instructional team.
- All teachers on instructional teams design inter-disciplinary units collaboratively, incorporating ENL strategies and developmentally appropriate activities into each activity, unit and assessment. In doing so, all content area teachers are building student language skills.
- The principal and principal's cabinet direct instructionally-based, teacher-led committees such as the Discipline Coordinators to revise rubrics and design professional development workshops revolving around curriculum that is designed to integrate language and content in order to facilitate language development in our ENL students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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
- Attendance rate
- Learning Environment Survey-student results
- Learning Environment Survey -parent results
- Learning Environment Survey-teacher results
- Drop out rate
- College class passing rate

- Portfolio passing rate

Manhattan International HS is part of the New York Performance Standards Consortium which is a network of schools who have been granted a variance which allows for portfolio-based assessment in lieu of the New York State Regents Exams. We only administer the ELA Regents exam, and therefore have only included our ELA Regents scores in this document.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

1. 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. The Home Language Identification Survey is administered in order to determine the students home language to: all NYC first-time admits, students who have been out of NYS schools for 2 or more continuous years and students from a NYS school whom have not obtained previous ENL status. This includes an informal oral interview in both English as well as the native language of both the student and his/her parent/guardian. This interview is conducted by a qualified ESL licensed pedagogue. This informal interview is used in combination with the responses the parent and student provide to the HLIS questions in order to determine the parent and student's home language. During this interview the licensed pedagogue (Nina Kogut Akkum or Moses Ahn) assists the parent in completing the HLIS so as to ensure that the information is entered into ATS in a timely fashion. During the informal interview the licensed pedagogue reviews the students past educational history, explains all ENL services that are available. When the students home language is not English the student is interviewed in depth in order to determine NYSITELL eligibility. In order to determine NYSITELL eligibility the interviewer must try to determine whether the student has English oral and literacy skills which are sufficient for the grade level to which they are enrolling. Therefore, the student must be interviewed in both English as well as in their native language and when possible the trained pedagogue must review the students' prior school work in reading, writing, and mathematics, in both English and the home language. If no prior school work is available the pedagogue uses age and grade appropriate informal, culturally sensitive, school based assessments to help determine NYSITELL eligibility. The licensed pedagogue will be proficient in the home language of student or parent or else we will use a qualified interpreter/translator to ensure that the student or parent/guardian best understands. 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 NYSITELL within ten days of admission. If the student's native language is Spanish, they are also administered the Spanish LAB within 10 days of initial enrollment. The cut-off score matrix in the NYSITELL Memo is used to determine the student’s ELL entitlement status. The students' NYSITELL/Spanish Lab answer sheets are scanned at the school level into ATS via the attendance scanner. In order to be in compliance this must be done within 10 days of enrollment. Compliance is determined by the scan date and not the bubble date on the answer sheets. 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. A student is considered to have a home language other than English if one question on Part I of the HLIS: questions 1-4 and two questions on Part 1 of the HLIS questions 5-8 and the interview with parent and student indicate that the a language other than English.

Newly identified ELLs will be placed into an ELL program based on parent's choice within 10 days of school enrollment. For students entering with an IEP, the school has 20 days to place the child into the ELL program chosen by the parent.

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

- For the administration of the HLIS: Gladys Rodriguez, school principal works in conjunction with ESL licensed pedagogue Nina Kogut Akkum.
- The administration of the formal initial assessment in literacy, math, English (NYSITELL) is conducted by Moses Ahn (licensed ESL teacher, who speaks Korean).

If families speak another language then we have additional pedagogues on staff who speak Spanish, Chinese, French, and Polish. When staff is not available to translate, the DOE Translation Unit is utilized to assist us with the over-the-phone translations of other languages.

The completed HLIS forms will be placed in the student's cumulative file and become part of the student's permanent record.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When a new student enters our school with an IEP, our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Principal, Gladys Rodribuez; Moses Ahn, a certified ESL pedagogue; Lindsay Lyons, a certified Special Education teacher, the individual student's parent/guardian and a qualified interpreter or translator. If we do not have a qualified interpreter or translator on staff than we utilize the Translation Unit to provide over-the-phone translation services in the student and parent/guardian's preferred language. In order to make the determination of if the student should take the NYSITELL, the LPT looks at a series of factors which indicate the student's English language development based on the HLIS interview, the results of an individual student evaluation in the student's preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the students disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student's language use in school and at home.

After gathering evidence, our LPT team will meet to determine if the student may have second language acquisition needs and therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition than the LPT team sends their recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision than the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendent for a final decision.

Once the superintendent sends back a final decision, we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

When a new student enters our school with an IEP, our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Principal, Gladys Rodriguez; Moses Ahn, a certified ESL pedagogue; Lindsay Lyons, a certified Special Education teacher, the individual student's parent/guardian and a qualified interpreter or translator. If we do not have a qualified interpreter or translator on staff than we utilize the Translation Unit to provide over-the-phone translation services in the student and parent/guardian's preferred language. In order to make the determination of if the student should take the NYSITELL, the LPT looks at a series of factors which indicate the student's English language development based on the HLIS interview, the results of an individual student evaluation in the student's preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the students disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student's language use in school and at home.

After gathering evidence, our LPT team will meet to determine if the student may have second language acquisition needs and therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition than the LPT team sends their recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision than the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendent for a final decision, which must be made within 20 days.

Once the superintendent sends back a final decision, we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL has been administered to a student, the testing coordinator and Assistant Principal, Heather Cristol, has the answer documents scanned into ATS via the attendance scanner within 10 school days of the student's enrollment. She immediately notifies the Principal, Gladys Rodriguez, of the results. The Assistant Principal enters the information into the ELPC screen on ATS. Then within five school days after the NYSITELL is scanned and the score is determined, she sends out a letter in the parents preferred language informing the parents of the results of the NYSITELL and the ELL status of their student using one of the NYCDOE standard parent notification entitlement or non-entitlement letters. She then distributes copies of the dated and signed Entitlement or Non-entitlement letters to the team guidance counselors who place the letters into the student's cumulative folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Using the standard form entitlement letter in the parents preferred language, parents of incoming students will be informed that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. If the student is 18 or older they will also receive the entitlement letter. The parent coordinator, Ms. Daira Olivero, will follow up with a phone call to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their student's ELL status within 45 days of enrollment. The HLIS is kept as part of the students permanent record. Copies of the entitlement letters are kept in a separate file.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We have many structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding (ENL). A licensed pedagogue with the assistance of the Parent Coordinator is responsible for taking the following steps:

- Within 10 days of admission all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ENL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. Whenever possible, the invitation letters are sent out in the parent's preferred language. The school attempts to schedule parent orientation sessions at times convenient for the parents in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file.

The parent orientation meeting is facilitated by a certified pedagogue. The licensed pedagogues who explain the three programs to our students are: Nina Kogut Akkum (certified in ESL) and Moses Ahn (certified in ESL), Principal Gladys Rodriguez (certified Spanish teacher), Nelly Chouiri (certified Math, speaks French and Arabic). These pedagogues are assisted by other staff members who speak many of the other native languages spoken by our families including Polish and Chinese. In addition, we utilize the Translation Unit for support. During this meeting, parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.

- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.
- Parents are given parent brochures in the different languages that are available.
- The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ENL).

Timeline: The majority of our students enroll at the beginning of a semester and we provide the information to parents throughout September during the fall semester and February during the spring semester. However, a number of our students enroll throughout the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, efforts are made to ensure that parents are provided information on all three program choices and have an opportunity to watch the DVD shown in their language within ten days, this usually occurs at the time of the interview of both parent and student and they are provided with data indicating the strengths of the three models. These parents are provided with the same DOE Translation Unit services if necessary to ensure their full understanding of the various programs at the time of their conducting the initial screening session with licensed pedagogue. At the end of the orientation, parents are informed which programs we offer. When the TBE/DL program becomes available outreach is made to those parents who had previously chosen these programs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

When parents meet for their orientation and initial intake interview and are informed of all three program models the parents are given the Program Survey and Program Selection to complete in their preferred home language to enable parents to indicate their program choice. Although parents are informed that they must complete and sign the form within five school calendar days, we have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. Parents are shown a video created by the DOE to assist them in making a selection. Once parents have submitted their Parent Surveys and Program Selection forms, the forms are given to Assistant Principal, Heather Cristol who enters the parent first program choice in the designated ELPC screen on ATS. The forms are then given to Guidance Counselors to file in the students cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed as an ENL, the school then follows up with phone calls. If contact cannot be made by phone, registered letters are sent home in order to obtain the signed forms from the parent. All of these are done to reach out to the parent in an attempt to receive the signed forms. They are then documented and maintained in a central file by Assistant Principal, Heather Cristol, with one copy going into the students permanent file and another into a file maintained by Nina Kogut Akkum, ELL Coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal Heather Cristol of all ENL students who should be exited from ELL status. Then, over the summer but no later than September 15th of the new school year in which the student is no longer entitled, the school sends Non-Entitlement/Transition letters to the parents of the students who have exited the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) are kept in a central file in the main office.
11. 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.
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. The test is proctored by ELL certified pedagogues. The speaking section is given one-on-one during our Literacy periods, while the Listening, Reading and Writing are given in classrooms during the school day and proctored by our ELL licensed teachers.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal of all ENL students who should continue with their ELL status. Then, over the summer but no later than September 15th of the new school year in which the student continues to be entitled school sends Continuation letter to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's preferred language by the Guidance Counselor, Allison Finiasz.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our school uses the language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 5 years the trend clearly shows that 100% of our parents have clearly chosen the ENL 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. Parents understand that Spanish speaking children are entitled to bi-lingual education based on the Aspira Consent Decree. The HLIS and selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data, 100% of our parents choose the ENL model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or intergrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning willll receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL and a content area such as ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies and encouraged to pursue ESL certification. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Mandated Instructional minutes:

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or intergrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning willll receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area).

Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL and a content area such as ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies and encouraged to pursue ESL certification. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

3. Describe how core content is delivered in each program model. 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.

3. Delivery of content material:

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

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 five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. The educational principles of The Internationals HS at LaGuardia include an approach to curriculum that is student-centered, inquiry-driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts, as well as bilingual paraprofessionals to assist in the classroom.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

4. Ensuring that ELLs are appropriately evaluated in their native languages?

At the Manhattan International, ELL's are appropriately evaluated using the instructional strategies as described in Question # 6 (a-e) below. At orientation, incoming ELL's are given a native language assessment. At MIHS, we greatly value students' native languages. All of our interdisciplinary classes have native language components to them. We have a comprehensive native language performance-based assessment which all of our ELL students must complete in order to graduate.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At Manhattan International High School, our ENL program is taught through content area courses. All of our class periods are 65 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ENL instruction required for Beginner/Entering students; the 360 minutes per week required for Low Intermediate/Emerging students; the 180 minutes per week required for Intermediate/Transitioning students; the 180 minutes per week required for Advanced/Expanding students and the 90 minutes per week required for Proficient/Commanding students. All of our classes are content area ENL and differentiated ENL instruction.

Key to the International's model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year, reading, writing, speaking and listening. The vision of The Manhattan 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 the 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 fifteen 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 Manhattan International High School are in mixed ability classrooms. The school is organized into four interdisciplinary teams of 75 students and five teachers. The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities 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.

All of our ELL students are assessed using formal PBAT portfolio assessments as well as informal class projects which assess the four modalities of reading, writing, speaking and listening. ELL students continue to be assessed throughout their four years by portfolio projects (PBAT's) which are required in all classes and Core subject areas. The rubric used to evaluate these projects and the performance tasks that are created and administered assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade on three of the modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted/Inconsistent 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 counselors. 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 with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. Over the past four years with the money's from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model requires three important features:

- An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of five to ten 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. A team teaching approach would be used in which the SIFE teacher plans with the content areas teacher, works with SIFE students in the classroom daily to implement strategies, and also meets after class sessions with the content area teacher to discuss students' work and review lessons and activities.
- All SIFE students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers club which serves to enhance their literacy skills through exploration of NYC and its environment.
- Our SIFE Leadership team has completed a SIFE toolkit which will be shared with other SIFE schools throughout the

city.

- Our SIFE Leadership team has also hosted a series of Open Houses over the past four years for SIFE Teachers from throughout the city in order to share best practices among educators of SIFE as well as all ELL students.

b) Instructional Plan for Newcomer ELL Students:

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 NYSITELL 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) Instructional Plan for Developing ELL's:

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

d) Instructional Plan for Long Term ELL's:

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. At MIHS 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) Instructional Plan for Former ELL's up to 2 years after exiting ELL status):

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 through Hunter College Now, John Jay Upward Bound and BMCC. Students who are determined to have reached proficiency continue to receive support from their teachers as needed per CR Part 154.2. All former ELLs receive their mandated .5 unit of ESL services. Former ELLs continue to receive the mandated testing accommodations after they they have tested out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The principal, Gladys Rodriguez, will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the parent/guardian and the student. Based on these discussions and consultations, if the principal feels that the student may have been adversely affected by the determination, then the principal will make sure that the school provides the student with any necessary additional support. The principal may also reverse the determination within the 6-12 month period if she feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student then she will consult with the superintendent. The parent/guardian, and/or student must be sent notification of the final decision in writing in the parent's preferred language within 10 school calendar days.

8. 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?

Instructional strategies and grade level materials used to provide ELL-SWDs access to academic areas and accelerate English language development:

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. Requests are made, as needed, for assistive technology such as I pads outfitted with speaking technology for a student whose speech is effected by paralysis.

The 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 Explorers Literacy Program which serves to enhance their literacy skills through exploration of NYC and its environment. Finally, the utilization of technology--Reading Plus program as well as aps chosen by our Special Education teacher on our I pads.

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

8. The Manhattan International HS 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 meets with our Special Education teacher or service provider depending on the needs of that student's particular IEP in order to determine the best instructional strategies to meet the needs of 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 enrichment 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, and by using the resources of paraprofessionals and student teachers, 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

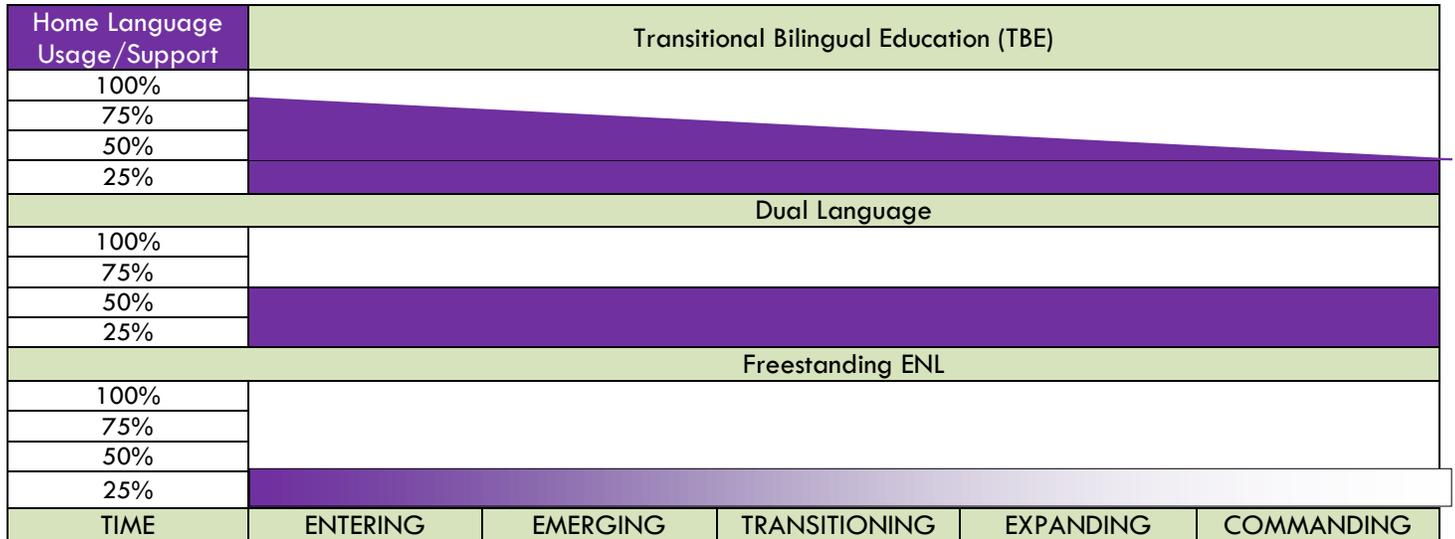


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 program are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them:
- Saturday Literacy Program (Explorer's Club/ENL)—classes will meet a total of 30 sessions beginning in September, through mid June, from 9:00 a.m. to 1:00 P.M. 12-15 students will be served. Group size will be maintained at 6-7 students per teacher. This class will be targeted to Entering and Emerging level students only. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC land mark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These strategies will help students achieve higher scores on the NYSESLAT. Students create a brochure "Places to go in New York City" by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. In addition to 2 teachers, instructional material, general classroom supply, and snacks will be purchased to support the Saturday Academy.
 - Enrichment class—All ELL students receive targeted intervention enrichment classes in literacy and math which meet four times per week for 60 minutes throughout the year during the regular school day. This class will be targeted to Entering, Emerging, Transitioning and Expanding level students. In 9th grade this class focuses on Numeracy and in 9-12 Literacy. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy work on students portfolio projects and oral presentations.
 - SIFE ENL Literacy class---We currently have three after school groups targeting these students: One targets Spanish speakers, one is a general conervation class and one targets reading and writing. Instruction covers second language acquisition to improve literacy performance through new vocabulary learning, pronunciation, read-out loud, oral practice through conversation and discussion, and sentence structure. Two classes, each consisting of 10 students and meeting for 50 sessions in total, meet 4 times a week for 70 minutes each, from late September to early June. This class will target Entering and Emerging level students to help them improve on the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
 - SIFE Math Literacy class- specially addresses instruction in math literacy during 9th grade as well as in second language acquisition to improve math literacy performance through classroom discussion of mathematical concepts and word problems, vocabulary learning, pronunciation and oral practice through conversation and discussion. Two classes each consisting of 10 students and meeting for 50 sessions in total, 4 times a week for 70 minutes each, from late September to early June. This class will target Entering and Emerging level students to help them improve both on the Integrated Algebra Regents as well as the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
 - Year Book---This class will improve literacy skill and performance of 15-20 Transitioning and Expanding level students through English language development through hands-on, activity-based sessions with student discussion, writing text & captions, and designing layouts and proofing and editing all written work. Thus, students' English language development is enhanced. Students will meet 30 sessions, once a week for 70 minutes from late September to early June. Student will publish annual school year book in spring and produce digital year book at the end of the year. Software, General supply, snack will be purchased to support this class.
 - Big Brother, Big Sister Mentoring and NY Cares Community Service groups—ELL students have opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Over the past few years our students and staff have worked with a variety of outside community based organizations. Currently 25 ELL students are participating in an internship/career readiness program with each of the above organization. Over the past years participants in these programs identified, planned and implemented projects covering themes such as: 1) preventing bias, sexism and racism through dialogue facilitation, 2) Helping tenants know their rights regarding housing issues, 3) Preserving our water and keeping it clean, 4) Providing Resources to increase literacy in your Native Language, 5) Young Immigrants and Access to Financial Aid, 6). Our staff will be trained by the two organizations. Several of our teachers will spend forty hours in total in support of partnership work with community organizations. These are all supplemental activities which will 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.

Before/After School Tutoring-content area teachers in Social Studies, the students native language, English, Math and Science. Content area teachers in Social Studies, English, Math and Science provide support to students in all sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of Before/After School tutoring the main ELL sub-gropus which are targeted are the SIFE studetns, Newcomers and ELL-SWD students. This not only includes students who are

having difficulties with their class work but also provides assistance for students who are working on their 10th grade and Senior Graduation portfolio projects which include their social studies research paper, native language project, math project, science project, English literary essay, creative project as well as their mastery statement. These classes are taught by licensed pedagogues in the content area. Native language support is provided to students in all of the above mentioned intervention programs through the use of paraprofessionals, bilingual pedagogues, student peer and college mentors who share a common native language. In addition, bilingual dictionaries and multi-lingual computer software are utilized as well.

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

Evidence of effectiveness in our model is displayed through data such as 70% four year grad rate and a 80+% six year grad rate for our students for the 2014/2015 school year. The effectiveness of our language and content integration program is monitored by our alignment to the NYS Performance Standards Consortium rubrics and the Internationals Network 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.

- Evidence of effectiveness include the fact that over 90% of presenting students receive a minimum of "competent" on their 12th grade portfolios: Rubrics are used to assess student growth in both content and language progress and knowledge. Instructional teams develop projects and curriculum units that address both the linguistic and content needs of the students. Departments develop inter-disciplinary and content-specific academic vocabulary and concept lists, with students being required to use this language in both oral presentations and written work. The culminating assessments of this academic vocabulary and content scaffolding are Performance Based Assessments required of the students in each of their subjects, some of which (Literary Essay, Research Paper, Math and Science) are part of our graduation requirement. As of August 2015 98% of our graduated seniors had enrolled in college.

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

Due to the success of our new Literacy classes we will continue to refine the curriculum so that it provides a "toolbox" of literacy strategies that are reinforced throughout the classes in each team.

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

We do not plan to make any cuts in our programs or services pending any change in the budget.

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

Since approximately 70% of our students are ELLs and the remainder are former ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

Arts and Technology Partnerships: Family Cook Productions, Magicbox Productions, Beam Center, ScriptEd, Reelworks Film

- SAT Prep
- French Heritage
- Student Government
- Police Explorers
- Project Adventure
- YMCA Leadership/College Prep
- Dream Team
- Theater
- Green Team
- Mouse Squad
- Ping Pong

All ELLs and former ELLs are invited to participate in the activities listed above at the time that they register for classes each semester. At registration they meet with their guidance counselor and teachers on their instructional team who describe the different activities. Students make a selection with the assistance of their teachers. Since 100% of our students are either ELLs or former ELLs the representation by ELLs in all of our school programs is substantial.

Funding sources for after school and supplemental services offered to ELL's in our school:

Since our school funds are conceptually consolidated, the funding source for most of our after school targeted interventions listed in section 9 above and many of those listed in this section are covered by Title III funding as well as tax levy funding. The SIFE literacy and SIFE math classes which are held during the regular school day are currently funded exclusively with tax levy funds. The funding for the enrichment class is also covered by regular tax levy funding since it takes place during the regular school day.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

How students' home language skills are being used for instructional purposes:

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

Native language skills are a valued aspect of all subject area classes. Students are required to complete a Native language project as one component of their graduation portfolio. This native language project is a research project on their neighborhood where they consider the census data, historical information, do a photo essay and interview a long time resident. These projects are shared in oral presentations and will also be turned into a book to be shared with the community. This capstone project is typical of the culture and respect for Native Language in our community.

17. Explain how the school ensures all required services/resources support and 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. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the 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. In addition we were selected to receive a ConnectEd Apple grant which will provide 1:1 I pads for our students. In preparation for this we have been exploring a variety of new technologies, such as I movie, coggle, schoology, and bulb. We find that use of technology allows us to scaffold and differentiate to support all students. Our arts and technology partnerships create opportunities for students to shine in a variety of ways. For example through filmmaking, coding, cooking or theatre students who may struggle academically gain confidence and can demonstrate abilities outside of the standard academic skills.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Prior to the school year, new ELL students are assigned to attend an introductory two day orientation session at the beginning of the school year. Students receive a tour of the school facilities and take part in ice breaker activities in an effort to become more comfortable with the high school environment. During that orientation new students are assessed as to their English language abilities.

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.

During this time a meeting is held with the parents of incoming ELLs to provide them with an understanding of the resources available to them at the school as well as within the community.

Many similar activities take place when ELL students enroll throughout the school year. When a new student enrolls they meet with their guidance counselor and, along with the assistance of a translator, receive a one on one orientation to the school and the community. Just as with the students who began in September, students who enroll throughout the year are 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.

19. What language electives are offered to ELLs?

The Manhattan International HS awards six high school credits in the student's native language as per Part 100 of Commissioner's Regulations NYS, Section 100.5. which is based on students previous language experience in their native country plus the completion of a native language project as a part of their graduation portfolio.

In addition, our students have the opportunity to participate in an afterschool program in partnership with the French Heritage Association where they prepare to take the French AP exam as well as participating in cultural activities and an exchange with Lycee Francais.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. Professional Development Plan:

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been planned. This professional development structure is on-going and fully integrated into our school structure.

The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into four team learning communities. Each team is comprised of five teachers and approximately eighty students. There is one 9th grade team, two mixed 10th /11th grade teams and a Senior team. The teachers meet weekly to plan, develop and implement their curriculum and instruction. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in discipline groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams.

Most members of the Manhattan International faculty take on responsibility for committee work by serving as Discipline Chairs, organizing after school clubs, being a Cluster Representative, organizing school wide events or student activities. The faculty run committees plan and coordinate staff development day activities, which focus on improving instruction. Faculty meetings have also had workshops in the areas of crisis management run by our counselors from Support Services. ELL techniques, literacy and native language instruction workshops, and technology shares were also led by staff members.

Our SIFE Leadership team meets regularly to discuss curriculum issues and students' progress within the program. In addition, members of the SIFE Leadership team have run workshops to share techniques on meeting the variety of literacy challenges faced by teachers of ELLs. We continue to work closely with academic experts exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas. We have PD meetings every Thursday from 2:15-3:15pm, some examples of recent and upcoming topics include: Restorative Justice training, Smartboard Instruction, Reading Plus training, Mastery Based grading PD.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

For this year's goals, the instructional teams met and completed the following school wide goals to help them address the Common Core Learning Standards.

Category: Language and Content Integration:

Goal 1: To create units that help students develop disciplinary and interdisciplinary academic language.

Category: Localized Autonomy and Responsibility:

Goal #2: To develop students' skills towards the higher levels of the New York State Performance Standards Consortium's rubric in each discipline area and to work with students on their personal and academic strengths and weaknesses through projects.

In order to assist our teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards we have planned to offer the multiple opportunities for professional development throughout the year. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Classroom Environment and Assessment: (Planned for: September 8, 2015)

- Supporting SIFE and IEP students to access a rigorous curriculum
- Building a supportive classroom environment from the start
- NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics: Getting students to understand them and using them throughout the year as an assessment tool
- Using baseline and benchmark assessments that are aligned to the Common Core

2. Alignment of Curriculum Meetings (Twelve meetings planned for year: 9/16, 9/30, 10/7, 10/21, 11/11, 11/18, 12/3, 1/13, 2/10, 3/9, 4/6, 5/11)

- Sharing unit maps and getting feedback on how to improve use of discipline specific academic language
- Sharing baseline and benchmark assessments and getting feedback on how to develop students; skills towards higher levels of NYSPSC rubric in discipline area
- Sharing syllabus and getting feedback on coherent curriculum throughout the year that builds on portfolio skills.

3. Curriculum Sharing: (Planned for: January 5, 2016)

- All teachers bring portfolio project task and sample student work to share
- Collect feedback on how well project allowed for students to reach higher levels of the NYSPSC rubric, and how project in the future can be improved to allow for students to reach high levels of the rubric.

3. Portfolio Project Inter-Rater Reliability:

- Norming of portfolio rubrics for each project. As with all staff, our Guidance Counselor attends meetings especially for GC's organized through the Internationals Network for Public schools as well as The Consortium.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Support Provided to Staff to Assist ELL's Transitioning from middle school to high school:

Professional development for all staff at The Manhattan International HS is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

a. Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.

b. Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

c. Q-TEL/OELL trainings: Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.

d. RFP PD Projects: small self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.

e. The Internationals' Network for Public Schools New Teacher Summer PD: This two day workshop introduces new International High School teachers to best practices and ESL methodologies per CR Part 154.2

g. Formative Assessment: our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with the NYS Performance Standards Consortium.)

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

4. Minimum ELL Training for all staff:

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of professional opportunities at Manhattan International High School. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Two 2-hour session on supporting SIFE and IEP students to access a rigorous curriculum (Planned for: September 8, 2015)

2. One 1-hour session on Academic language for ELL students: (Planned for: October 6, 2015)

- Introduction on language development and our students

- Sharing unit maps on teams and coming up with interdisciplinary academic language that the team can focus on together with ELL students.

3. Two-2 hour sessions on Language and Content Integration for ELLs: (Planned for: Nov. 3, 2015)

- Various language and content integration workshops led by the Internationals Network for Public Schools

4. One 1-hour session using SMART board to build entry point for all ELL students (Planned for November 24, 2015)

5. Two-2 hour session on Language and Content Integration for ELLs: (Planned for February 1, 2016)

- Strategies in the classroom integrating language and content

- Strategies:

-The Language Experience Approach

-Vanishing Cloze

-Joint Sentence Construction

5. One 1- hour session: Native language Use in the Classroom (Planned for March 1, 2016)

- How to incorporate native language and use it as a support for students in the classroom

6. One 1- hour session: Let's Give 'Em Something to Talk About: Language and Content Integration: (Planned for April 5, 2016)

- Social and Academic language sentence matching

- Barrier crossword

- Word matching (Nominalization)
- Cause and Effect Sentence Combining

In addition, our staff participates in the Internationals Network for Public Schools Professional Development workshops: at three different points throughout the year our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ENL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. Other members of our non-teaching staff also attend staff development training. Our school secretaries and parent coordinator take part in many of the above mentioned staff development activities along with teachers. In addition, our secretaries attend DOE sponsored staff development for secretaries on Election day and our Parent Coordinator attends the mandatory two day Respect for all Anti-Harassment Initiative to prevent bullying and bias related incidents.

Since all of our staff participates in the above-mentioned professional development opportunities throughout the school year, plus many more staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the current 50% mandated total for bi-lingual/ESL teachers.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We will hold annual individual meetings with parents of ELLs at least one time during each school year, in addition to the four regular parent teacher conferences. At these meetings teachers will discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas.

At this meeting we will have content area teachers, the student counselor, and a school staff member to translate as needed. If no staff member is able to translate than we will utilize the DOE Translation Unit to hold over the phone translations.

The Manhattan International High School has teachers working collaboratively on five interdisciplinary teams. Each of the teams meet together to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs during their weekly two hour meeting.

Each interdisciplinary team has 40 minutes of their weekly team time to utilize for parent involvement time. This period of time which is within the teacher's contractual day is specifically set aside for meetings with parents of ELL's. Our parent coordinator assists with placing phone calls to parents to schedule meetings.

2. In order to ensure that parent needs are accommodated we will utilize our faculty members in order to make phone calls to parents to arrange individual meetings. When a faculty member is not available to translate we will utilize the DOE Translation Unit to ensure that all parents receive information about their individual parent meeting in their native language. Our five interdisciplinary teams will work with parents schedules to coordinate the best time for the individual parent meetings.

Upon parents arrival to school, they will sign in on a computer in the admin office with translation help when needed. Teams will document which parents attend their meetings and will make follow up outreach to any parents who have not been able to attend a scheduled meeting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The Manhattan International High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home.

Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. This year some possible topics and projected dates based on parent feedback include:

- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Planned for September 2015).

- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. (Planned for October, 2015).

One 1-hour sessions to: a) Title I Annual Parent Meeting; (Planned for November 2015).

- Two 2-hour session on the communication and relationship between parents and their teens. (Planned: December, 2015)

- One 2-hour sessions on how parents can use Jumprope as a tool to keep up with how their child is doing in school. (Planned for: February, 2016).

- One 2-hour session on protecting you against job and housing discrimination and your rights.

- One 2-hour session on how to support students with issues of cultural adjustment and second language learning. (Planned for April 2016).

- One 2-hour session on awareness of gangs and how to keep your child safe and warning signs of bullying. (Planned for May, 2016)

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We recently formed a partnership with VOLs, which provides free legal advocacy for families. Our Arts and Technology partners also offer workshops for parents. Our school has onsite offices for the Vanderbilt YMCA and Mt. Sinai Health Clinic, as well as a LYFE childcare center, which all serve our students and families. Other collaborations with Community Based Organizations which

offer services to our ELL parents include: MagicBox Productions, Mount Sinai Adolescent Health Center and The Door, to help support our ELL students as they adjust to life in a new country.

5. How do you evaluate the needs of the parents?

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. An Administrator attends the monthly PTA meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PTA meetings.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Parent Coordinator as well as through the parent surveys mentioned above in part 3. One way these needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves.

D. Additional Information

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

Paste response here:

School Name: The Manhattan International HS

School DBN: 2M429

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gladys Dorilda Rodriguez	Principal		7/23/15
Heather Cristol	Assistant Principal		7/23/15
Daira Olivero	Parent Coordinator		7/23/15
Moses Ahn	ENL/Bilingual Teacher		7/23/15
	Parent		7/23/15
Nina Kogut/Social Studies	Teacher/Subject Area		7/23/15
/ESL	Teacher/Subject Area		7/23/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		7/23/15
Kathy Pelles	Superintendent		7/23/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M459 School Name: Manhattan International HS
Superintendent: Kathy Pelles

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data used to assess our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, and Student Emergency Contact cards, Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of Manhattan International High School is to provide all parents with written translation and oral interpretations through all means available to us.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese
Spanish
Bengla
French
Arabic
Urdu
Nepali
Fulani
Italian

Philipino
Polish
Portuguese
Thai
Tibetan
Woloof
Laotian
Bulgarian
Russian
Turkish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

New parent handbook-June-September
Parent-teacher conference announcements-Early September, Mid-October, Early March, Mid-April.
New York State Regents testing dates-Early January, Early June.
PTA announcements-Monthly.
Orientation letter to new students-Early July and early August.
March credit letter and summer dates-March
Notification letter for first day of school
Notification letter for new parent orientation-September and February
PTA parent newsletter
Letters of concern about grades or permission slips for tutoring

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conference-11/18/15, 11/19/15, 3/9/16, 3/10/16.
Family night-9/30/15, 5/13/16.
PTA meetings-Monthly
Early College Meeting-December
Individual meetings with parents of all ENL students-Throughout the year
New Parent Orientation-August and February

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, Chinese, Bengali, Russian, Arabic, Polish, Korean, Urdu, Haitian-French, and other languages as the need arises.

- Manhattan International High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Polish, French, Arabic, Italian, and Greek. Our staff members have been very willing to help out by providing written translations whenever possible. Parent volunteers: have been very generous with their time in helping to translate shorter documents. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and written translations when necessary. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will utilize our telephone calling machine to reach out to the parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave messages for parents in their native languages regarding important school events, messages, etc.

- Manhattan International High School utilizes a wide variety of strategies in order to provide oral interpretation services to our parents. In-House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As per Chancellor's Regulation A-663, Manhattan International HS will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services through a variety of methods. All staff will receive the T&I Brochure and a copy of the Language ID Guide as well as instruction in how to reach out to obtain over-the-phone interpretation services as well as how to get a document translated by the Translation Unit during our staff professional development session in September. In addition, the staff T&I Brochure and Language ID Guide will be distributed to all staff via email.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Manhattan International High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services.

- When a parent enters the school they are greeted by a parent welcome poster conspicuously posted outside the main office.
- When a parent enters the main office a language ID guide is clearly posted at the security desk as well as in the main office.
- At the new parent orientation meetings in August and February parents are provided with the Parents' Guide to Language Access. Copies of the guide are also distributed to parents at the four parent conferences throughout the school year. In addition, copies of the guide are posted in the main office where translations are made available as needed.
- Notification to our parents is made in a variety of ways. Our parent coordinator provides monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of their rights. This information is also provided to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new parents twice a year in August and in February through the Parent Association which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at all four parent teacher conferences held in September, November, March and in May.

- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the

parent's Bill of Rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room 152.

- Manhattan International High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." At Manhattan International High School the only languages spoken by over 10% of the students are covered languages. (Spanish and Chinese).
- International High School will provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services on its school website.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents on the quality and availability of services the school will assess the answers parents provide in the school survey about whether or not the school is communicating with the parent in their native language. Parents who attend monthly PTA meeting will be asked to provide feedback on how well the school is providing parents with both written and oral translation services. In addition, whenever our parent coordinator communicates with parents she will request feedback on ways to improve communication and availability of translation services.