



MANHATTAN HUNTER SCIENCE HIGH SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (DISTRICT 03/MANHATTAN/ NUMBER/M541)
ADDRESS: 122 AMSTERDAM AVE, NEW YORK, N.Y. 10023
TELEPHONE: 212-501-1235
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TABLE OF CONTENTS

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE 3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 4

SECTION III: SCHOOL PROFILE..... 5

Part A. Narrative Description 5

Part B. School Demographics and Accountability Snapshot 7

SECTION IV: NEEDS ASSESSMENT 10

SECTION V: ANNUAL SCHOOL GOALS 13

SECTION VI: ACTION PLAN 14

REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 21

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error! Bookmark not defined.**13**

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... 25

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION 17

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS 18

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT 23

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)..... Error!
 Bookmark not defined.**24**

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS.....25 Error! Bookmark not defined.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 Error!
 Bookmark not defined.**35**

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) Error!
 Bookmark not defined.**36**

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M541 **SCHOOL NAME:** Manhattan Hunter Science High School

SCHOOL ADDRESS: 122 Amsterdam Avenue, New York, New York 10023

SCHOOL TELEPHONE: (212) 501 – 1235 **FAX:** (212) 501 - 1171

SCHOOL CONTACT PERSON: Susan Kreisman **EMAIL ADDRESS:** skreisman@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Soledad Hiciano

PRINCIPAL: Susan Kreisman

UFT CHAPTER LEADER: Sarah Morey

PARENTS' ASSOCIATION PRESIDENT: Soledad Hiciano/Cindy Velez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 3 **SSO NAME:** City University of New York Center for School
Support and Success

SSO NETWORK LEADER: Cass Conrad

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
SUSAN KREISMAN	*Principal or Designee	
SARAH MOREY	*UFT Chapter Chairperson or Designee	
SOLEDAD HICIANO/CINDY VELEZ	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
BADER ALHAMEDI	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
HOLLY HARRISON	CBO Representative, if applicable	
MUNIRA ALHAMEDI	Member/Parent	
JAZMINE ALVARADO	Member/Parent	
ROSS COHEN	Member/Teacher	
NELSI GUZMAN	Member/Parent	
ERIC KLEIN	Member/Teacher	
CHRISTINA WONG	Member/Teacher	
	Member/	

* Core (mandatory) SLT members.

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Manhattan Hunter Science High School is an early college high school rooted in the belief that individuals are better prepared to face life's challenges when given the proper tools. Opened in September 2003 in partnership with Hunter College, the school provides an enriched, rigorous curriculum with a focus on science. Students meet the requirements of a challenging high school program and at the same time develop the skills and habits of successful college students through direct experience in college courses.

The socially, economically and racially diverse student body is drawn from across New York City. Manhattan Hunter seeks students who have not excelled in middle school but have an interest in science and a desire to pursue those studies in high school. About 80% or more of students scored at or below grade level on their 8th grade math and reading tests. The early college high school emphasizes the critical thinking skills these students need to explore and analyze the world as they prepare for postsecondary success.

ALL students complete a college preparatory curriculum and ALL students enjoy the opportunity to earn college credits through dual credited courses at the high school and through undergraduate courses at Hunter College. Hunter College faculty has been instrumental in the development of the college preparatory curriculum, which blends required coursework for Regents exams and core requirements in preparation for college level coursework.

Our program culminates in a senior year experience during which seniors in good standing spend their school days on the Hunter College campus. High school English and social studies teachers conduct high school classes configured in the collegiate model. Students also enroll in the undergraduate science courses of their choice and are placed in a mathematics course based primarily on CUNY's COMPASS exam results. Additional electives are available as well. High school teachers serve as advisors to assist seniors in making the transition from high school to college. Furthermore, students are required to work in study groups and are encouraged to utilize the College's academic support services, including an early college high school liaison and learning labs.

We emphasize developing critical thinking skills while nurturing the learning skills students need to explore, analyze and ultimately succeed in the world. We do this primarily through small class size, extensive pupil personnel engagement, and the commitment of a professional, collegial staff that takes ownership of the school. Science and scientific method are integrated into all subject areas throughout the curriculum. Our curricular program is designed to help students make the transition from high school to a world that depends upon self-regulation, self-directedness, and comfort with ambiguity. Weaving through all disciplines and instructional experiences are standards for Knowledge and Information Management, Problem Solving, Collaborative Contribution, Participation, Quality Production, Self-Directed Learning and Complex Thinking.

Phase 1: Initial courses taught at the high school by high school teachers focus on procedural understanding and facility with problem posing, inquiry, and creative thinking.

Phase 2: Dual credited courses taught at the high school in collaboration with college instructors help students transition to college course content in a familiar environment.

Phase 3: College credit courses taught at the college for cohorts of students foster habits of mind and self-regulatory behaviors in a college environment surrounded by supportive peers and high school advisors.

Phase 4: Students enroll in college credit courses alongside undergraduates. Support includes student directed study groups, counseling support, and access to campus resources.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Manhattan Hunter Science High School				
District:	3	DBN #:	03M541	School BEDS Code #:	310300011541

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		94.7	96.1	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		98.3	99.5	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		41.4	55.6	49.3		
Grade 8	0	0	0						
Grade 9	102	125	122	Students in Temporary Housing: Total Number					
Grade 10	110	102	117	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	120	102	97		3	1	TBD		
Grade 12	78	111	99						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	410	440	435		0	5	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	31	23	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	1	0	Superintendent Suspensions	0	1	TBD		
Number all others	6	8	11						
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	TBD	TBD	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	9	13	7	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	25	28	27
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	9	7
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	0	0
	1	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.0	0.9	0.5	Percent more than two years teaching in this school	48.0	64.3	70.4
Black or African American	21.2	23.0	22.0	Percent more than five years teaching anywhere	20.0	14.3	25.9
Hispanic or Latino	40.2	35.4	38.6				
Asian or Native Hawaiian/Other Pacific Isl.	25.1	27.7	29.0	Percent Masters Degree or higher	92.0	82.0	85.0
White	12.4	13.0	9.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.0	89.1	95.7
Multi-racial							
Male	44.9	47.0	46.0				
Female	55.1	53.0	54.0				

2008-09 TITLE I STATUS			
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09 <input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level
	ELA:		ELA:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:		Math:			
	Science:		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
	Elementary/Middle Level			Secondary Level		
Student Groups	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				X	X	X
Ethnicity						
American Indian or Alaska Native				--	--	
Black or African American				--	--	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				X	X	
White				--	--	
Multiracial						
Other Groups						
Students with Disabilities				--	--	
Limited English Proficient				--	--	
Economically Disadvantaged				X	X	
Student groups making AYP in each subject	0	0	0	4	4	1
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:	TBD	Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

As a learning community, the Manhattan Hunter Science High School is always growing and assessing the effectiveness of its mission as an early college high school. Manhattan Hunter, now with three graduating classes, has much more academic data available to evaluate and inform our work. In addition, we have refined our systems so that we know more about the broader needs of students and what may influence their learning and progress. This is further strengthened by using technology to capture snapshots of learning on a day-to-day basis to better inform professional development and support. More generally, teachers have embraced technology to strengthen assessment, recording and reporting of student performance and progress. The greater availability of data enables us to explore patterns and trends in the performance of groups of students. Improved data use is also enabling us to establish specific and measurable goals for raising academic performance further; staff and students are continually learning from their experiences. This is coupled with very high expectations that generate a constant cycle of improvement. The collaborative and supportive climate ensures that students, staff and parents buy-in to ensuring the school's sustained success.

Toward that end teachers have committed to expanding their repertoires of differentiated instruction strategies through the C.R.A.F.T (collaboration, reflection, adaptation, focus) process to increase student achievement. Teachers previewed eight research-based strategies and selected one that they believe will enhance their instruction and increase student learning based on student performance data gathered from New York State assessments and Regents examination. In September they established a meeting schedule wherein each Professional Learning Community (PLC) will meet once every two weeks to share experiences, lessons and reflections. They have developed a web-based Learning Club/Meeting Record Form to record key findings and teacher reflections in real time. They will establish an intervisitation schedule for members of each PLC who will visit colleagues' classrooms in order to:

- Observe application of their selected strategy in a variety of disciplines and;
- Peer coach each other as they develop mastery of the strategy

These efforts will continue throughout the year focusing professional development hours to hone these efforts. While on-going work with the professional coach is dependent upon budgetary support, educational support efforts are planned for specific points in the school calendar. Manhattan Hunter's support organization, CUNY PSO, will lend their expertise to facilitate the process and will assist in monitoring teacher and student progress through classroom visitations; serving as a member of the ILT (Instructional Leadership Team); and assisting in performance and process data analysis

conducted quarterly. The examination of student work will be expected to demonstrate increased learning as evidenced by a teacher generated rubric.

To test the efficacy of their efforts, the teachers will be organized into five inquiry teams who will study and measure the impact of new research-based strategies on less successful students. They will engage in inquiry process as an outgrowth of professional learning communities (PLCs) and measure the impact of specific instructional strategies selected on less successful students. There are thirty-five members of the five PLCs and each will select two students whom the teacher believes will benefit by learning through the selected strategy. (Questioning, New American Lecture, Words, Reading for Meaning and/or Task Rotation).

The total number of the targeted students identified by members of the PLCs ($2 \times 35 = 70$) will become the focus of the inquiry process. Yearlong monitoring of the progress of these targeted students will become the standard segment of each bi-weekly PLC meeting. The five teacher teams will track the progress quarterly of the impact of their research-based strategy (Questioning, New American Lecture, Words, Reading for Meaning and/or Task Rotation) on targeted students. Particular emphasis will be placed on student performance in the context of the selected strategy e.g. vocabulary development through the six-step process described by Marzano, as compared to performance when other strategies are applied such as providing the dictionary definition of the word(s). Teachers will share the measurable success at full faculty meetings to inspire the most successful instructional approaches for our most reluctant students. Staff will write teacher reflections on the efficacy of the strategy in enhancing instruction and upload sample lesson plans utilizing the strategy MRF and shared among staff. Formal and informal observations will demonstrate use of the strategy. Staff goal is to increase students' comprehension of subject matter by 10% as measured by teacher-constructed tests and a rubric that evaluate the impact of the selected strategy.

As an early college high school, the intent to pursue higher education goals is pervasive among faculty, parents and students. Preparing Manhattan Hunter students to be life-long learners is an intrinsic element of the school's mission. The City University of New York educational system offers a plethora of higher education opportunities in 2 and 4 year colleges creating viable options for a diverse student body. While many Manhattan Hunter graduates attend one of the City Universities, it is our goal to increase the number of graduates attending one of the 4 year City Universities. A key strategy to achieve this goal is to have 60% of grade 11 students earn 75% or higher on the ELA and Math Regents Examinations, thus meeting the CUNY standard for admission to the 4 year City Universities without basic skills testing. Teachers will use data gathered from item analyses of NYS English and Mathematics Regents questions and predictive and progress testing to pinpoint strengths and areas of need for individual students. They will design and incorporate regents-like tasks into instruction to build familiarity with the construct of the examinations. Teachers will use a systemic rubric that mirrors the rubric provided by NYS on the Regents Examinations to evaluate student performance and progress. Students in 11th Grade will take the ELA Regents in January and based upon these results, the classes will be reorganized to reflect students' assessed need and target instructional focus in an effort to increase academic support and coaching to attain a 75% for those students performing below target. With regard to Mathematics scores, small group instruction will be provided to those 11th grade students whose assessed need requires targeted instruction. Differentiation by assessed need and targeted instructional focus is expected to increase academic support and coaching to attain a 75 for those students performing below target. Teachers will maintain monthly minutes of department meetings to reflect impact of instructional strategies and assessments used to increase students' score on these Regents. Our intent is that at least 10% of students assessed as achieving below CUNY standard for admission as evidenced by scores achieved on the ELA regents will increase their scores to 75% as evidenced by actual examination and evaluation of posttest results.

To assess the effectiveness of Manhattan Hunter Science's Early College mission, Manhattan Hunter intends to develop a system for tracking post graduation college performance. Having successfully graduated three (3) classes, graduates will be contacted at least three times (November, February,

April) and invited to share information about their college experiences and academic success. Guidance counselors and college liaison will collectively pursue and gather graduate information and data via phone and e-mail. Anecdotal data collated from phone calls and e-mails will be compiled by administrators and pupil personnel staff in a digital platform. Administration, guidance, and college partners will be able to collect and analyze data recording student progress accessible through the national clearinghouse. In addition, a Manhattan Hunter Science high school alumni website will be developed to invite students to share their experiences as college students. We will also develop a survey that will be sent to 100% of graduates bi-annually, which will not only request information but will invite them to participate in focus groups.

The most significant barriers to the school's continuous improvement have been:

- The lack of physical space and funding for the resources (both physical and human) we need to grow and best serve our students - making do with less at a time when our students need more. It is becoming increasingly more difficult to maintain the level of instructional efforts in light of on-going budget cuts. It is imperative to maintain small class size to continue student success, especially in Mathematics and Science courses. Staff has provided after-school, lunch-and-learn, and Saturday sessions to provide the additional support students need for success, but these extras come with a cost. To continue to enhance the reporting, digital formatting, curriculum integration and differential learning, professional development funds must continue to claim a portion of the annual budget.
- Modifying the structure of the "senior year experience" to accommodate students with special needs who can not be sufficiently serviced within the constraints of the program at Hunter College – requiring them to split time between the college and high school campuses.
- Expanding parent and family involvement beyond the core group of participants that regularly attend events and functions at the school.
- We continue to look for ways to help students come to the realization that they can succeed during the early part of their high school career. Too often students only become motivated (and convinced of their eventual success) when they can see the finish line. We will continue to explore the root causes behind these issues, ensuring that the "AHA" moment will happen earlier for our students.
- Specific, targeted professional development needs to be implemented in interdisciplinary and cross-curricular planning, as well as pupil personnel matters (guidance, counseling, discipline, etc.). We do not want to neglect the development of non-teaching members of our faculty.
- We would like to continue to build and expand our professional library. At a minimum, this will take place with the involvement of one other school from our educational campus – ideally, we would hope to create a campus-wide resource available to all educators in the building.
- Our ultimate goal is to transition our students from the world of persistent monitoring (high school) to a world where monitoring may be far more internal and less frequent (college and career). We are building a stronger advisory program (with yearly goals and objectives) that will teach the skills the students need in order to make this instructional shift.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- 1. Differentiated Instructional Strategies:** To expand teachers' repertoires of differentiated instructional strategies through the C.R.A.F.T. (collaboration, reflection, adaptation, focus) process in order to increase student achievement.

- 2. Enhanced Inquiry Teams:** To organize teachers into five inquiry teams who will study and measure the impact of new research-based strategies on less successful students. By June 2010, 100% of teachers will engage in inquiry process as an outgrowth of professional learning communities (PLCs) and measure the impact of specific instructional strategies selected on less successful students

- 3. To expand student access to 4-year CUNY colleges through performance on ELA Regents:**
By June 2010, at least 60% of grade 11 students will earn 75 or better on the ELA Regents, thus meeting the CUNY standard for admission to four year college without basic skills testing.

- 4. To expand student access to 4-year CUNY colleges through performance on Math Regents**
By June, 2010, at least 60% of grade 11 students will earn 75 or better on a Math Regents, thus meeting the CUNY standard for admission to four year college without basic skills testing.

- 5. To develop a system for tracking post graduation college performance.**
100% of graduates will be contacted at least three times (November, February, April) and invited to share information about their college experiences and academic success.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Differentiated Instructional Strategies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand teachers’ repertoires of differentiated instructional strategies through the C.R.A.F.T. (collaboration, reflection, adaptation, focus) process in order to increase student achievement</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>June, 2009: Teachers preview eight research-based strategies and select one which they believe will enhance their instruction and increase student learning based on student performance data gathered from New York State assessments and Regents examinations.</p> <p>September 8, 2009: Launch PD with a keynote presentation on the The C.R.A.F.T. process for professional learning communities (PLCs) and an overview of the Portfolio Process</p> <ul style="list-style-type: none"> • Theme for the year (Moving from “Us and Them” to “We”); • The C.R.A.F.T. process for professional learning communities; • Learning and Teaching Style Inventories; and • Overview of the Portfolio Process <p>September, 2009</p> <ul style="list-style-type: none"> • Establish a meeting schedule wherein each PLC will meet at least once every two weeks to share experiences, lessons and reflections. • Develop a web-based Learning Club/ Meeting Record Form to record key findings and teacher reflections in real time. • Establish an intervisitation schedule for members of each PLC who will visit colleagues’ classrooms in order to: <ol style="list-style-type: none"> 1. observe application of their selected strategy in a variety of disciplines and; 2. peer coach each other as they develop mastery of the strategy. <p>September 29, 2009: Training on selected portfolio</p> <ul style="list-style-type: none"> • Meet with Learning Clubs for 1.5 hours each to introduce the portfolio • 1.5 hour Administrative Workshop after school

	<p>November 2, 2009: Coaching</p> <ul style="list-style-type: none"> • Visit classrooms and work directly with teachers • 1.5 hour Administrative Workshop after school <p>November 3, 2009:</p> <ul style="list-style-type: none"> • Additional training on teacher selected portfolio and provide feedback <p>November 4, 2009:</p> <ul style="list-style-type: none"> • Conduct Teaching Rounds <p>February, 2010: Initiate Second Cycle (pending budget - 3days @ \$3,500 per day = \$10,500):</p> <p>February 1, 2010: Training on selected portfolio</p> <ul style="list-style-type: none"> • Meet with Learning Clubs for 1.5 hours each to introduce the portfolio <p>February 2, 2010: Coaching</p> <ul style="list-style-type: none"> • Visit classrooms and work directly with teachers • 1.5 hour Administrative Workshop after school <p>April 20, 2010: Coaching</p> <ul style="list-style-type: none"> • Visit classrooms and work directly with teachers • 1.5 hour Administrative Workshop after school <p>September 2009-June 2010</p> <ul style="list-style-type: none"> • CUNY PSO staff will support MSHHS in the facilitation of the process and will assist in monitoring teacher and student progress through classroom visitations; serving as a member of the ILT (Instructional Leadership Team); and assisting in performance and process data analysis conducted quarterly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds in the amount of \$13,938 have been set aside to support this initiative. The funding covers the costs of the professional development coach, teacher coverages and additional hours for staff compensation.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 100% of staff will establish a Profession Learning Plan (PLP) and document progress in a digital platform developed in collaboration with Atlas Rubicon. • 100% of staff will write teacher reflections on the efficacy of the strategy in enhancing instruction. • Learning communities will maintain a web-based MRF (Meeting Record Form) of each of their bi-weekly meetings. • Sample lesson plans utilizing the strategy will be uploaded to MRF and shared among staff. • Formal and informal observations will demonstrate use of the strategy. • Examination of student work will demonstrate increased learning as evidenced by a teacher generated rubric. • Analysis of student performance data on New York State assessments and Regents examinations will demonstrate increased learning.
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Subject/Area (where relevant): Enhanced Inquiry Teams

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To organize teachers into five inquiry teams who will study and measure the impact of new research-based strategies on less successful students. By June 2010, 100% of teachers will engage in inquiry process as an outgrowth of professional learning communities (PLCs) and measure the impact of specific instructional strategies selected on less successful students</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>September/October, 2009: 100% of members of each of the five PLCs will select two students whom the teacher believes will benefit by learning through the selected strategy. (Questioning, New American Lecture, Words, Reading for Meaning and/or Task Rotation). The total number of the targeted students identified by members of the PLCs (2 x 35 = 70) will become the focus of the inquiry process.</p> <p>September 2009-June 2010: Yearlong monitoring of the progress of these targeted students will become the standard segment of each bi-weekly PLC meeting.</p> <ul style="list-style-type: none"> • Measurable success will be shared at full faculty meetings to inspire the most successful instructional approaches for our most reluctant students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds in the amount of \$8,434 have been set aside to support this initiative. The funding covers the costs of the professional development materials and additional hours for staff compensation. Staff will serve as Inquiry Teams and the set aside funds are part of this budgetary allocation.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 100% of staff will establish a Professional Learning Plan (PLP) and document use of selected research-based strategy (Questioning, New American Lecture, Words, Reading for Meaning and/or Task Rotation) in a digital platform developed in collaboration with Atlas Rubicon. • The five teacher teams will track the progress quarterly of the impact of their research-based strategy (Questioning, New American Lecture, Words, Reading for Meaning and/or Task Rotation) on targeted students. Particular emphasis will be placed on student performance in the context of the selected strategy e.g. vocabulary development through the six-step process described by Marzano, as compared to performance when other strategies are applied such as providing the dictionary definition of the word(s). • 100% of staff will write teacher reflections on the efficacy of the strategy in enhancing instruction. • PLCs will maintain a web-based MRF (Meeting Record Form) of each of their bi-weekly meetings. • Digital minutes of PLC meetings will be used to guide Learning Club discussions surrounding the impact of the strategy. • Sample lesson plans utilizing the strategy will be uploaded to MRF and shared among staff. • Formal and informal observations will demonstrate use of the strategy. • Examination of student work will demonstrate increased learning as evidenced by a teacher generated rubric. • Analysis of student performance data on New York State assessments and Regents examinations will demonstrate increased learning. • Students' comprehension of subject matter will increase by 10% as measured by teacher-constructed tests and a rubric that evaluate the impact of the selected strategy

Subject/Area (where relevant): To expand student access to 4-year CUNY colleges through performance on ELA Regents.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expand student access to 4-year CUNY colleges through performance on the ELA Regents. By June 2010, at least 60% of grade 11 students will earn 75 or better on the ELA Regents, thus meeting the CUNY standard for admission to four year college without basic skills testing.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>By June 2010, at least 60% of grade 11 students will earn 75 or better on the ELA Regents, thus meeting the CUNY standard for admission to four year college without basic skills testing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds in the amount of \$1,050 have been set aside to support this initiative. The funding covers the costs for additional staff compensation for regents prep.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● September, 2009: Use data gathered from item analyses of NYS English Regents questions and predictive and progress testing to pinpoint strengths and areas of need for individual students. ● Fall 2009: Teachers will design and incorporate regents-like tasks into instruction to build familiarity with the construct of the examinations. ● Fall 2009: Teachers will use a systemic rubric that mirrors the rubric provided by NYS on the English Regents Examinations to evaluate student performance and progress. ● January, 2010: Classes will be reorganized following the first administration of the English exam to students junior year to reflect assessed need. ● Spring 2010: Differentiation by assessed need and targeted instructional focus will result in increased academic support and coaching to attain a 75 for those students performing below target.

To expand student access to 4-year CUNY colleges through performance on Math Regents.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2010, at least 60% of grade 11 students will earn 75 or better on a Math Regents, thus meeting the CUNY standard for admission to four year college without basic skills testing.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • September, 2009: Small group instruction will be provided to those 11th grade students whose assessed need requires targeted instruction . • Fall, 2009: Use data gathered from item analyses of NYS mathematics Regents questions and predictive and progress testing to pinpoint strengths and areas of need for individual students. • Fall 2009: Teachers will design and incorporate regents-like tasks into instruction to build familiarity with the construct of the examination. • Fall 2009: Teachers will use a systemic rubric that mirrors the rubric provided by NYS on the 11th grade Mathematics Regents Examinations to evaluate student performance and progress. • January, 2010: Classes will be reorganized following the first administration of the exam to students junior year to reflect assessed need. • Spring 2010: Differentiation by assessed need and targeted instructional focus will result in increased academic support and coaching to attain a 75 for those students performing below target. • Spring 2010: Differentiation by assessed need and targeted instructional focus will result in increased academic support and coaching to attain a 75 for those students performing below target.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funds in the amount of \$51,715 have been set aside to support this initiative. The funding covers the costs to subsidize two Math teachers and provide additional teacher hours for regents prep.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • First attempt when compared to best score results as measured by ARIS. At least 10% of students assessed as achieving below CUNY standard for admission will increase their scores to 75 as evidenced by predictive assessments. • Master schedule reflects additional classes for students based on assessed needs. • Monthly minutes of Math department meetings will reflect impact of instructional strategies and assessments used to increase students’ score on Math Regents.

To develop a system for tracking post graduation college performance.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of graduates will be contacted at least three times (November, February, April) and invited to share information about their college experiences and academic success.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Guidance counselors and college liaison collectively pursue and gather graduate information and data via phone and e-mail. • Anecdotal data collated from phone calls and emails will be compiled by administrators and pupil personnel staff in a digital platform. Administration, guidance, staff and college partners will have access to web-based data tracking students’ college experience. • A Manhattan Hunter Science high school alumni website will be developed to invite students to share their experiences as college students. • Surveys will be sent to 100% of graduates bi-annually • Graduates will be invited to participate in focus groups. • Data recording student progress accessible through the national clearinghouse will be collected and analyzed
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funds in the amount of \$2,738 have been set aside to support this initiative. The funding covers the costs of the mailings, which includes postage and stationery, additional hours for secretarial and counselor compensation and light refreshments for an Alumni reception.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>100% of graduates will be tracked via:</p> <ul style="list-style-type: none"> • Anecdotal logs of conversations with graduates • Survey responses • National clearinghouse data • Insights drawn from focus group meetings • Development of Manhattan Hunter Science high school alumni website

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	15	2	19	30	23		27	
10	2	4	3	5	22		42	
11	8	9	14	19	18		30	
12	5	0	2	8	22		10	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Mathematics:	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Science:	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Social Studies:	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
At-risk Services Provided by the Guidance Counselor:	All students at risk are reviewed regularly and the Pupil Intervention Plans are created in conjunction with teachers and advisors by the Pupil Personnel Team, which consists of two counselors and a social worker. This Team participates in grade level meetings developing strategies to guide instruction and differentiated learning. Guidance is involved in identifying students for AIS including but not limited to after-school, lunch-and-learn and tutoring services. Guidance offices are often utilized for homework and group study centers. The Team also involves parents in the intervention process and makes referrals for outside intervention services where necessary.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Same as section under Guidance Counselor

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

See attached LAP at the end of the CEP document

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) _____

Number of Students to be Served: _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The Home Language Identification Survey is distributed to parents during the Orientation held for new students and parents every Spring. In early Fall, the survey is sent home as well as distributed to parents during Back-To-School Night. This information is then recorded and maintained on ATS, Home Language Identification Survey and emergency cards. All notices to parents are translated into Spanish and Chinese. Translators are provided during Curriculum and Junior College Preparation nights, Parent-Teacher Conferences, and Freshman Orientations. Staff of the school is multi-lingual and graciously lends their expertise in this regard for interpretation and written translation.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based upon the data from the Home Language Identification Survey, the needs assessment indicates 213 (49%) of our 437 students have parents whose primary languages is other than English. There is a variety of languages for this group: Spanish, Portuguese, Cantonese, Mandarin, Thai, Tibetan, Pilipino, Korean, Burmese, Nepali, Fulani, Bengali, Pashto, TWI, Urdu, Turkish, French, Russian, Polish and Albanian. Of this population, approximately 25% require written translation and oral interpretation language assistance to communicate effectively with Manhattan Hunter Science staff. During the past few years of the school's existence, student population main subgroups have been Hispanic and Asian. This year these subgroups have averaged 39% for Hispanic and 29% for Asian families. This information is reported annually to the School Leadership Team, the Parent Association and Manhattan Hunter Science High School staff.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Staff of the school is multi-lingual and graciously lends their expertise in this regard for interpretation and written translation. All mailings provide parents with a minimum of ten (10) day written notice in the three main languages, English, Spanish and Chinese. During orientation, Back-To-School Night and Parent-Teacher Conferences, interpreters are available. Staff of the school is multi-lingual and graciously lends their expertise in this regard for interpretation and written translation. All school signage and forms are translated into required languages. Multi-lingual staff provides written translations of school documents in a timely manner. Parents access the Parents' Bill of Right in various languages through the Manhattan Hunter Science High School's website.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Manhattan Hunter arranges with DOE's Translation Services contractor to provide Spanish and Chinese translators (outside contractors) for school community events, such as Parent-Teacher Conferences, Curriculum and Junior College Preparation Nights and Freshman Orientation. Staff of the school is multi-lingual and graciously lends their expertise in this regard for interpretation and written translation. Office staff is bi-lingual and provides assistance when parents contact the school. As per Manhattan Hunter Science High School's Safety Plan the school ensures that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers. If a parent or visitor does not speak English, the school takes the following steps. The SSA or staff members determines the language the individual is speaking and then attempts to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty escorts the individual to the main office. A school representative then contacts the Translation and Interpretation Unit at 718-752-7373 to request translation services via the telephone.

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

All Notices sent to parents for these events include information indicating that translators will be available. Staff of the school is multi-lingual and graciously lends their expertise in this regard for interpretation and written translation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$278,776	\$278,776
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,788	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$13,939	\$13,939
6. Enter the anticipated 10% set-aside for Professional Development:			\$27,880
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$27,880	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 95.7%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
Manhattan Hunter Science High School supports the on-going educational advancement of our faculty. Faculty has diligently enrolled in graduate programs that provide evening and weekend courses.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The school collects a wide range of data to ensure that we can design a program that meets the needs of our students. Teachers gather regular on-going information about the performance of students through a variety of resources – The Kaplan Achievement Planner, MyGradeBook, School Island, Mock Regents, Surveys, Progress Reports, Report Cards, and Anecdotal Reports. Mock

Regents exams are administered on a regular basis – allowing teachers to assess how well students and classes are progressing towards meeting standards, adjusting and differentiating instruction to better accommodate student learning styles and needs along the way. “School Island” (an online Regents preparatory program) data is collected and analyzed by subject, skill, and difficulty level, allowing teachers to modify assignments to better suit the needs of their students. The Kaplan Achievement Planner is used to measure baseline knowledge and skills at the beginning of the academic year, followed by three progress checks (that the teachers choose) and a final baseline exam at the end of the year. The data obtained from this series of assessments allows teachers to measure growth across the year and focus on specific areas of instruction (as necessary). Formative data is also collected by teachers with frequency (daily/weekly) – this includes quizzes, tests, closure activities, writing prompts, etc. This teacher-generated data is supplemented well with standardized and diagnostic tests. This information is then entered into MyGradeBook (an online, web-based grading system), making the information available to teachers, counselors, administrators, students and families - creating transparency in the grading process and allowing for the entire educational community to become invested in individual students. Anecdotal data (behavioral, emotional, etc.) is collected by staff members and referred to pupil personnel for review; personalized intervention plans are then created – in conjunction with the student, family and counselor. Seniors, attending Hunter College, are given perspective surveys periodically throughout the year – the results of the surveys help to set policy and improve the practices at the college.

All these resources also enable teachers to focus their instruction, as well as to measure progress across the year. Formative data is accessible to counselors, administrators and parents, as well as to students. Progress reports are completed every five weeks, again using an on-line data collection system. As a result of this wealth of data, the performance and progress of individuals, classes and grades is very well understood and constantly updated.

The school’s interdisciplinary work is providing innovative ways of meeting students’ needs more flexibly. For example, parallel scheduling and collaborative planning in the humanities area (integrating English, Social Studies, Spanish and Art) as well as the creation of similar collaborations between Math and Science is enabling teachers to combine literary works and scientific concepts with other subject standards. Teachers are able to group and regroup students across the two areas, depending upon their identified needs at any point. The courses available to seniors at Hunter College are providing students with a good range of science and mathematics based upon courses to meet their needs and interests. More generally, budgeting, staffing and scheduling decisions are driven by the school’s plans, goals and mission.

The school has encouraged numerous collaborations with Hunter College faculty. These include professional development conducted by Hunter College faculty at the school, collaborative grant writing, Hunter College faculty teaching courses at the school, school-year and summer programs involving both students and Hunter faculty.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

These components were already addressed in Section IV: Needs Assessment (pages 10 – 13)

3. Instruction by highly qualified staff.
Ninety-six (96%) percent of Manhattan Hunter Science High School staff is highly qualified.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.
Specific, targeted professional development is implemented in interdisciplinary and cross-curricular planning, as well as pupil personnel matters (guidance, counseling, discipline, etc.). We do not want to neglect the development of non-teaching members of our faculty. The school has encouraged numerous collaborations with Hunter College faculty. These include professional development conducted by Hunter College faculty at the school, collaborative grant writing, Hunter College faculty teaching courses at the school, school-year and summer programs involving both students and Hunter faculty.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Though Manhattan Hunter Science is not a high-need schools, the administration advertises vacancies through the Department of Education, and consults with our support organization, CUNY PSO, and our partner, Hunter College, to obtain the best possible candidates for teaching positions. Our strong relationship with the Hunter College School of Education provides us with the opportunity to work with student teachers who may become part of our applicant pool.
6. Strategies to increase parental involvement through means such as family literacy services.
Our school has an active PA which meets regularly. Important updates are sent in the form of letters to the homes of our students. Our parents have all received a My Gradebook password, which enables the students to check online the daily progress and grades of their children. Our parent coordinator is active in both addressing the concerns of parents who contact the school with questions, as well as reaching out to parents whose input is needed in dealing with their child’s education.

Further communication with parents is made during parent teacher conferences, report cards and progress reports, which are sent to parents every five weeks. Additionally, we host a “Back to School Night” where parents can meet their child’s teachers to learn about the course and to meet the teachers outside of the traditional parent/teacher conference setting.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
Not applicable.

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

MHSHS is built on a model of shared decision making. From the school's inception, in our mission, the school has operated upon the principle that shared decision making is an essential element of building an effective learning community. Parents, teachers, administrators, Hunter College professors and administration, have worked together to build programs, schedules and curricular designs that are aimed at achieving equity for all. Our school has several different institutions that foster collaborative efforts; we regularly hold grade-level meetings, departmental (subject matter meetings) and staff meetings. We are currently introducing the use of curriculum planning software that allows different teachers to collaborate on joint curriculums. Our English and Social Studies staff collaborates closely and teach an integrated humanities course.

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

All Manhattan Hunter Science resources (The Kaplan Achievement Planner, MyGradeBook, School Island, Mock Regents, Surveys, Progress Reports, Report Cards, and Anecdotal Reports) enable staff to focus their instruction, as well as to measure progress across the year. Formative data is accessible to counselors, administrators and parents, as well as to students. Progress reports are completed every five weeks, again using an on-line data collection system. As a result of this wealth of data, the performance and progress of individuals, classes and grades is very well understood and constantly updated.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **These include, but are not limited to, the violence prevention programs, Respect For All, and Hunter College's healthy adolescence program, the Peer Health Exchange.**

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

Description of Proposed Parent Involvement Program: *(Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact)*

SCHOOL PARENT INVOLVEMENT POLICY

1. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. MHSHS supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

2. HOW OUR PLAN WILL ENSURE THAT ALL PARENTS, INCLUDING WORKING PARENTS AND PARENTS OF STUDENTS WITH SPECIAL NEEDS WILL BE AFFORDED THE OPPORTUNITY TO PARTICIPATE.

The administration has arranged for the Principal, Assistant Principal, Guidance Counselor, or Social Worker to be available on any morning by appointment as early as 7 am and as late as 6 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

3. OUR MECHANISMS AND PROCEDURES FOR INFORMING PARENTS IN A TIMELY FASHION OF MEETINGS, WORKSHOPS, AND OTHER OPPORTUNITIES AVAILABLE TO PARENTS.

In addition to the above-mentioned hotline and website, the administration regularly distributes to every child all bulletins from both superintendents in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

4. HOW PARENTS ARE INVOLVED IN A DECISION-MAKING CAPACITY, INCLUDING HOW MANY PARENTS ARE INVOLVED IN THE SCHOOL LEADERSHIP TEAM AND HOW THEY WERE SELECTED.

Parents are asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meeting and through phone calls if a particular issue arises. There are four parents on the School Leadership Team. After a ten-day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision

making for the school. The Parent Executive Board and the Title I parent rep are asked to sign off on the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

5. HOW WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN.

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents.

6. HOW WILL WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL-PARENT COMPACT?

After a series of meetings between the parents of the Executive Board and the administration, a general Parent Teachers Association meeting will be held to elect new Title I parent representatives. Following that, there will be a Meet the Administration Night, where parents may voice their issues. There will be another general meeting and open forum for parents and the parent members of the School Leadership Team. Following that, at the next Executive Board Meeting, the School Parent Compact will be revised and submitted to the P.A. to be ratified.

7. HOW WE WILL INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL PARENT INVOLVEMENT PLAN.

The School Parent Involvement Plan will evolve in the same manner as the School Parent Compact, through a series of general and executive board meetings wherein the parents' voices shall be heard.

1. the students.

2. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.

To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college

Title I School Parent Compact

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including special education students and ELL students.

The school agrees to the following:

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, and spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to set their professional pedagogical goals.
3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Daily walk-through of all classrooms by the administration to improve supervision.
7. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
8. Allocation of Title I funds for test prep materials.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
2. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
3. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from the High School.
4. To provide parents with timely information about all programs through newsletters, flyers, a hotline, and a website and provide translations whenever feasible.
5. To facilitate parent participation in all parent staff development workshops at both districts.
6. Reinstatement of annual goal setting with advisory teachers.

7. Fall curriculum night.
8. Maintenance of a Parent Teachers Association and School Leadership Team.
9. Timely issuance of student alert notices for students experiencing difficulties.
10. Regular updating of the school website with parent information.
11. Regular notices home from the Parents and the Administration.
12. Teacher maintenance of parental contact logs.
13. Attendance outreach to late and absent students.
14. Teacher dissemination of semester course outlines.
15. Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
16. Maintenance of an Aware Parent liaison so that parents can access data on the web.
17. Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
18. Guidance workshops for parents on issues of concern to the parents.

We further seek to promote parent responsibility for supporting their children's learning through the following:

3. To work with his/her children to improve punctuality, attendance, homework, study time and reduced television watching.
4. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
5. To share the responsibility for improving student achievement.
6. To communicate with teachers about their children's educational, social, and emotional needs.
7. To communicate and cooperate with the school on issues of health and safety.
8. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
9. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
10. To attend PTA forums on helping students be successful.
11. To attend Guidance intervention meetings for struggling students.
12. To review the NYC Board of Education statement of parents rights and responsibilities.
13. To read with their children the NYC Board of Education statement of students rights and responsibilities.

14. To support the creation of a student government body.
15. To support school representation on Superintendent's Advisory Councils.
16. To support the school Discipline Code.
17. To respond to calls to serve on a variety of PTA subcommittees.
18. To join in school celebrations of the success of students.
19. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of fairs.

Principal Signature _____

Student's Name _____

Class _____

Parent's Signature _____

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The English Department at Manhattan Hunter Science High School has met and reviewed these findings - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Manhattan Hunter Science High School does not believe that the finding is relevant to our school's educational program. This belief is supported by several pieces of evidence, key among them – the New York State Regents Exam in English. For the first time, in January of 2009, Manhattan Hunter Science High School juniors took the state Regents exam mid-year. The exam, a barometer of the NYS ELA standards, was met with overwhelming success. **ALL** students who sat for the exam passed with a grade of 65% or higher; of that group, 80% earned a grade of 75% or higher (the standard for proficiency set by the City University of New York). Additionally, because Manhattan Hunter engages in collaborative planning between departments, we have created curriculum maps that are skill-based – English classes not only address the ELA standards, but the Social Studies ones as well

(and vice versa). We have also made a concerted effort to find and integrate literature into the classroom that is both age appropriate and culturally relevant. Finally, our staff is very much aware of the standards for English Language Learners. All of our ELL students receive mandated services and our ESL teacher meets regularly with subject area teachers to ensure that individual needs are being met. He attends numerous professional development sessions and is aware of all state (and federal) mandates. Our ELL students (admittedly a small number) are achieving at a level consistent with other students in the school.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Mathematics Department at Manhattan Hunter Science High School has met and reviewed these findings - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The mathematics department of Manhattan Hunter Science High School is currently in the third year of a curriculum project target at 2 goals (1) to meet the expectations of the new New York math program and (2) to increase the probability that students will be successful now and also in Pre-Calculus and Calculus in college. We employ a Math consultant who is intimate both with NY State curricula and (as a professor of mathematics) fully cognizant of college expectations. Additionally, we have secured a grant worth over \$50,000 to create "SMART" Geometry classrooms that employ smart-boards and laptop computers. Our teachers attend numerous professional development workshops and work collaboratively to ensure consistency across the topic areas. Finally, we have begun an online curriculum mapping project (aligned to the state standards) that provides transparency and helps teachers, students and families reach articulated benchmarks and goals in mathematics. At this time, and given, our students' success in their math courses at Hunter College (predicated on placement from the COMPASS test) we do not need additional support from central.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The English Department at Manhattan Hunter Science High School has met and reviewed these findings (just as they did in regards to Curriculum) - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELA classes are taught by highly qualified teachers who consistently employ best practices and differentiate instruction to meet the needs of all learners. This is evidenced by informal and formal observations that are made by administrators (and the accompanying satisfactory ratings and areas of strength that are documented in the reports). Additionally, our ELA and Social Studies teachers work in block programming – allowing for prolonged instruction that creates additional time for group work and interdisciplinary projects. Our instruction is geared to the needs of our students

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Mathematics Department at Manhattan Hunter Science High School has met and reviewed these findings - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our Math classes are taught by highly qualified teachers who consistently employ best practices and differentiate instruction to meet the needs of all learners. This is evidenced by informal and formal observations that are made by administrators (and the accompanying satisfactory ratings and areas of strength that are documented in the reports). Additionally, our Math teachers offer tutoring after and during school – students have the choice to see any math teacher, allowing them to explore different instructional models and choose the one that best suits their style of learning. Further, our Geometry classes are taught in SMART classrooms that employ smart boards and laptops. This approach allows for hands-on learning that is academically focused. Our instruction is geared to the needs of our students.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We reviewed our teacher turnover data from 2008/2009 to 2009/2010 as well as past years. We looked for trends in departments, subject areas, etc. This information was presented to the School Leadership Team and UFT Chapter Leader for review.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

From academic year 2007/2008 to academic year 2008/2009 only three staff members left to pursue other opportunities. Of these three, two left the Department of Education entirely (one to pursue a juris doctoral degree, the other due to family relocation to another state). The third teacher was selected for DOE's prestigious Principal's Academy. For the anticipated year 2009/2010 we are projecting no vacancies. Teacher turnover rate is not high at Manhattan Hunter Science High School.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Because Manhattan Hunter Science High School has a limited ELL population (less than a dozen students), a representative from the Administration met with the lone ESL teacher and presented him with this finding. He disagreed

and indicated that he was very aware of professional development opportunities that were available to him – through the Integrated Service Center, our support organization and professional affiliations. Not only does he attend many of these, he informs all staff members of PD opportunities in ESL (for non-ESL teachers).

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ESL teacher attends regular professional development sessions and informs our staff of PD opportunities that focus on ELL instruction in subject area classes. Teachers who express interest in attending are always approved to do so. We also make it a point to provide at least one PD a semester to our whole staff that addresses ESL concerns and effective teaching strategies in subject area classes.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Once again, because Manhattan Hunter Science High School has a limited ELL population, a representative from the Administration met with the lone ESL teacher and presented him with this finding. He disagreed, stating that he was satisfied with the level of instruction and how it was monitored (both in the classroom and via electronic reporting systems). He expressed his respect for his colleagues who made sure that the needs of ESL students were met in their classrooms.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated above, our ESL instructor/coordinator makes it a point to disseminate information to all staff members who teach ELL students. All staff members are aware of required accommodations and intervention strategies that need to be used to insure student success. Our ATS reports are kept up to date and all teachers are receiving training in ARIS – which provides them with information on a student's ESL status (current or former). As Manhattan Hunter Science High School only offers one type of ESL program for students to be enrolled in, there is no confusion in this area.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Much like ELL learners, the Special Education population at Manhattan Hunter Science High School is small – less than a dozen students. The only special education services we provide are SETTS (pull out). These are led by a certified Special Education teacher. Administration presented these findings to him and asked him for his opinion. He indicated that he disagreed with the statement and felt that faculty and staff at Manhattan Hunter Science High School was very well informed

about Special Education and IEP requirements, and meet regularly with him to discuss the progress of individual students with IEPs and that adequate amounts of professional development were provided.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ALL teachers at Manhattan Hunter Science High School who teach students with IEP's are provided with copies of these documents (as mandated by state law). Additionally, these teachers participate in annual conferences relating to the students' performance and meet regularly with the special education teacher/supervisor to discuss progress and strategies that might be employed to students' individual needs. Information regarding Special Education mandates and requirements is disseminated regularly, and a minimum of one professional development session (in-house) per semester addresses Special Education/IEP issues.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Because Manhattan Hunter does not currently have any students with disabilities enrolled, it is impossible for us to respond to this finding.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated above, we have no students with disabilities currently enrolled.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are four (4) Manhattan Hunter Science students who are living in alternative housing situations; two are in Doubled Up accommodations and two are in Other Temporary Living Situations.
2. Please describe the services you are planning to provide to the STH population.
Each of these students attends separate counseling services with their guidance counselors, who review student's academic and social progress on a regular basis.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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

Manhattan Hunter Science High School (03M541)

Language Allocation Policy (LAP)

Manhattan Hunter Science High School offers a free-standing ESL program.

Part II: ELL Identification Process

1. The LAP team members include Susan Kreisman (principal), Joseph Sciarrone (assistant principal), Marilyn Arias (parent coordinator), Gregory Andronica (certified ESL instructor), Shaugang Zhang (parent), Erin Walsh (subject area teacher), Eric Klein and Beth Procho, (guidance counselors), Kathe Karlson (related service provider – bilingual social worker). There are four foreign language teachers (Spanish). Copies of all teachers' licenses/certifications are on file. The total number of ELL students is ten (10) and comprise 2.3% of the 435 currently enrolled students in Manhattan Hunter Science High School.

ELL students participate in a free-standing ESL program. Manhattan Hunter Science ELL students are native speakers of Spanish, Chinese, Korean and Hebrew. The parents complete the Parent/Guardian Home Language Identification Survey during the Spring New Parent Orientation. The parents' choices are recorded on the HILS. If the results of the HILS indicate a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R). Depending on the student's LAB-R score he/she will be placed in an appropriate level of ESL, or will not be placed in ESL at all. If a student arrives at our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State as a Second Language Achievement Test (NYSESLAT) exam.

ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners. ELLs receive instruction from one fully certified ESL instructor. The instructor uses ESL strategies such as Content-Based ESL, which uses content as a means to give students English skills; and Balanced Literacy, which includes interactive writing, guided reading and writers' workshop to deliver academic content area instruction and provides additional support for our students. Effectiveness of instruction is assessed by classroom instruments as well as standardized tests such as the English Regents and the NYSESLAT, which is administered annually. Each May, all ESL students are administered the NYSESLAT exam by our school's two ESL teachers.

- 2 & 3. During parent orientations for parents of newly enrolled ELLs in the Spring prior to the entry of new students in the Fall semester, translators are available. In addition to the informal interview while completing the HILS, staff explains the three different program choices: freestanding ESL, Transitional Bilingual Education, and Dual Language. Parents are offered information in the form of written pamphlets and a short video. Program Selection forms are distributed and collected at this orientation. Selection forms are mailed home to

any parent or guardian who does not attend the orientation. At the same time the parents receive the entitlement letter and complete the Parent/Guardian Home Language Identification Survey. If new students enter the school during the school year, the parents are given the entitlement letter and complete the Parent/Guardian Home Language Identification Survey on an individual basis. Manhattan Hunter Science High School offers only ESL instruction. Throughout the year Manhattan Hunter Science provides information about students' progress and program options. Similarly, letters of Continued Entitlement are sent each fall to the parents of all entitled ELLs. As students' ELL skills improve, they may no longer require direct ESL services. However, they continue to receive test accommodations as permitted for two years. Opportunities are made available for parents to ask questions regarding ELL services during new student orientation and at other Manhattan Hunter Science meetings and events. Translators are available for the parent orientations, Back-To-School Night, parent-teacher conferences, Junior College Night and Senior Hunter College Orientation. Informational materials are also available in the parents' home language – such as A Guide for Parents, and the New York City videotape instructing parents of programs available to ELL. Parents receive continual print and spoken information in the home language about school activities, ELL opportunities and NYS mandates

4. Manhattan Hunter Science places students in a freestanding ESL program based on the informal interview conducted based upon the HILS survey and the program selection form. Our school does not have a bilingual or dual language program. We only provide a freestanding ESL program.
- 5 & 6. The parents are very insistent on full language immersion for their students so the ESL has been the program of choice for Manhattan Hunter Science students. Staff communicates student progress with parents throughout the year.

Part III: ELL Demographics

Programming and Scheduling Information

- 1 & 2. Intermediate students receive two periods (86 minutes) of self-contained ESL instruction every day. Advanced students receive one period (43 minutes) of instruction each day. Beginner students receive two periods (86 minutes) of ESL instruction every day or an additional 90 period of ESL after school twice a week. All classes are homogeneous based on their proficiency levels.
3. All ELLs, regardless of their years of service, are grouped into classes based on their proficiency levels. ELLs with special needs are afforded any accommodations that are stated in their IEPs. Additionally, ELL teachers work closely with SPED teachers regarding shared students. ELL teachers and content area teachers collaborate to discover the reason why some ELLs are Long-Term ELLs. These students are taught test-taking skills, such as reading strategies, test question vocabulary, listening for detail, and pacing.

- 4. Our SIFE students are on grade level and are performing well academically. One student who recently lost a parent is receiving counseling and support services. Our other SIFE students are fully integrated into the supportive school environment.** While we do have youngsters who are new to the United States, they work well in content area classes with supportive instructions provided by ELL teacher. We are particularly sensitive to ELL testing and marry both strong instruction in general education classes with focus on reading, writing, listening and special instruction using strategies most likely to be successful with ELL students. Our ELL teacher makes use of QTEL training that is special geared towards assisting ELL students in mastering skills requisite to the ELA Regents examinations. **We do not have students receiving services 4 to 6 years or who have completed 6 years in that we are a high school in which our students graduate in four years. ELLs with special needs are assessed by our Inquiry Team and provided with a range of academic and support services.**
5. Manhattan Hunter Science High School works to infuse its interdisciplinary curriculum with experience in and reflective study of science and research techniques supported by Hunter College. We encourage civic dialogue and empower members of our diverse school community to work towards a more just, human and vibrant world. Each student is provided with an individualized learning environment that is engaging and inquiry-based. Students learn to question at increasing levels of sophistication, gather information from a variety of sources, look at diverse ways to problem solve and form conclusions, imagine new possibilities for themselves (and the world), and take constructive action when appropriate. ELLs participate fully in all aspects of this endeavor. All ELLs are encouraged to attend extended day (an additional period on Tuesdays through Thursdays from 2:20 – 3:15) for math, science and social studies extra help.
6. As for continuing transitional support, all former ELLs are entitled to testing accommodations (e.g. bilingual glossaries, separate and quiet testing room, translated versions of Regents exams, extended time). For our ELLs whose home languages are low incidence languages (e.g. French), interpreters are present during all Regents exams to provide word for word translations. Transitional support is extended to ELL students who have achieved NYSESLAT proficiency. An additional year of ESL instruction is extended to Manhattan Hunter Science’s ELL students if the students or their parents request it. Manhattan Hunter Science High School staff is cognizant that ELL students are eligible for special testing accommodations for two years after achieving proficiency.
7. This year, we are purchasing support materials in the native languages of our ELLs, specifically French. Supplemental materials are provided in all science.
8. There are no programs/services for ELLs that will be discontinued this year.
9. The school places a strong belief in the importance of contributing to the community. MSHSHS requires all students to complete community service hours as a requirement for graduation. Students are offered a variety of opportunities throughout the year or they may find their own service placements. Students can participate in a variety of educational, sports, and social activities such as soccer, basketball, volleyball, wrestling, and track and field teams; the school newspaper, the arts club, the drama society, the volunteer club and the chorus (to name but a few). Students can also join student government, and when eligible, apply for membership in the National

Honor Society, the National Science Honor Society and the National Spanish Honor Society. All of these opportunities and experiences are available to ELL. A former ELL student was elected class president during his sophomore year while still an ELL student and an ELL student was selected by his class to be one of the featured speakers at this past June 2009 graduation. ALL students at MSHHS have the opportunity to take advantage of support services offered. These include, but are not limited to, counseling, guidance, tutoring, peer review and assessment. LEP students participate in these services the same as any other student enrolled at MSHHS.

- 10 & 11 Manhattan Hunter Science ESL instructor utilizes Rosetta Stone to supplement student learning. On Tuesdays and Thursdays from 3:15 to 4:45 pm our ELLs have access to Rosetta Stone (English- levels 1-3), as well as listening stations for books on tape. Our school has more than eight LCD carts that are used to provide students in all content classes with visual aids to learning. These are especially utilized in ELL classrooms. Frequent class trips to the computer lab also help our ELLs.
- 12 Required services support, and resources correspond to ELL's ages and grade levels.
13. We inform incoming Ells (freshmen) about summer ESL (free) programs.
14. Spanish is the language elective offered to Manhattan Hunter Science High School. As for Hunter, ELLs are able to take foreign language classes at Hunter College during their senior year. Also, when our ELLs pass out of ESL in their sophomore or junior years, they take Spanish.

Professional Development and Support for School Staff

Professional development is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition. For school year 2009 – 2010, five of our 100 minute professional development sessions will focus on our English language learners and how to provide language support through academic content. Specific strategies from ESL and ELA QTEL (Quality Teaching for English Language Learners) workshops will be discussed, such as task rotation, building academic vocabulary, and scaffolding.

Parental Involvement

In the evenings, (dates and times to be determined), all ELL parents will be invited to participate in workshops that focus on academic and social/health issues: Cyber bullying, how to communicate with your teen, dealing with depression, college readiness – how to read a transcript, and ARIS. The school has also scheduled several workshops for parents and staff with community organizations on various ethnic communities in the city. We utilize the information received on Parent/Guardian Home Language Identification Survey to plan for effective communication with ELL parents in order to determine their needs. In addition, we incorporate many activities during the year to celebrate various cultures in which we strongly encourage parent involvement in planning and participation in the events.

Part IV

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

- 1) The data patterns for NYSESLAT scores suggest that approximately half of the population is moving on to a higher proficiency level each year, while the other half is continually scoring advanced.**
- 2) Reading and writing are the modalities that our ELLs find the most difficult. Based on this data, our ELL teacher places a distinct focus on reading and writing strategies, as well as graphic organizers and rubrics.**
- 3) A. All our students take tests in English.
B. MSHS uses the results of the Pearson Periodic Assessments to model instruction. ELL teachers use these results to further tailor instruction to address student and class deficiencies.
C. Manhattan Hunter Science uses Pearson’s periodic assessments, administered twice a year for interim assessments. The official NYSESLAT is administered to the ELL students each May. We are able to access the students’ scores on these tests and obtain an item analysis for each student online. An analysis of the results indicates ELL students continue to struggle with listening modalities. These results drive the instruction to focus on listening skills. Rosetta Stone and Kaplan Assessment are reviewed as well to aid in assessment of skills levels. ELL students’ native language skills are used effectively in the study of idioms. Contrast between English idioms and those of the native languages are used for comparisons. Students also create their own idioms and compare them to those in their native languages. New language concepts and rules are discussed and students compare them to those used in their own languages. This facilitates instructional efforts to identify why students may continue to make systematic errors.**