



MANHATTAN / HUNTER SCIENCE HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: MANHATTAN / HUNTER SCIENCE HIGH SCHOOL
ADDRESS: 122 AMSTERDAM AVENUE
TELEPHONE: 212-501-1235
FAX: 212-501-1171

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310300011541 **SCHOOL NAME:** Manhattan / Hunter Science High School

SCHOOL ADDRESS: 122 AMSTERDAM AVENUE, MANHATTAN, NY, 10023

SCHOOL TELEPHONE: 212-501-1235 **FAX:** 212-501-1171

SCHOOL CONTACT PERSON: SUSAN KREISMAN **EMAIL ADDRESS** SKreisman@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Soledad Hiciano

PRINCIPAL: SUSAN KREISMAN

UFT CHAPTER LEADER: Ross Cohen (Pending Staff Election)

PARENTS' ASSOCIATION PRESIDENT: Soledad Hiciano

STUDENT REPRESENTATIVE:
(Required for high schools) Bader Alhamedi

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** City University of New York Center for School Support and Success

NETWORK LEADER: Cass Conrad/Enid Serrano

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Ross Cohen	UFT Member	Comments: Signature of approval on file
Bader Alhamedi	Student Representative	Comments: Signature of approval on file
Soledad Hiciano	Co-President, PTA	Comments: Signature of approval on file
Eric Klein	UFT Member	Comments: Signature of approval on file
Pam Wilks	UFT Member	Comments: Signature of approval on file
Munira Alhamedi	Parent	Comments: Signature of approval on file
Jazmin Alvarado	Parent	Comments: Signature of approval on file
Vickie Moore	Parent	Comments: Signature of approval on file
Christina Zhan	UFT Member	Comments: Signature of approval on file

* Core (mandatory) SLT members.

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. 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: Courses designed in collaboration with college instructors are taught at the high school to 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." Pre-populated SDAS data is updated twice yearly. 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:				
DEMOGRAPHICS										
Grades Served:		<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*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			96.1	96	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			99.5	97.94	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			55.6	49.3	53.1	
Grade 8		0	0	0						
Grade 9		125	122	113	Students in Temporary Housing - Total Number:					
Grade 10		102	117	119	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		102	97	119			1	6	TBD	
Grade 12		111	99	86						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		440	435	437	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							5	3	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		23	16	TBD	
# in Collaborative Team Teaching (CTT) Classes		1	0	0	Superintendent Suspensions		1	0	TBD	
Number all others		8	11	14						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	13	7	9	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	28	27	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	7	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	64.3	70.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	14.3	25.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	85	TBD
American Indian or Alaska Native	0.9	0.5	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.1	95.7	TBD
Black or African American	23	22.1	19				
Hispanic or Latino	35.4	38.6	39.1				
Asian or Native Hawaiian/Other Pacific Isl.	27.7	29	28.4				
White	13	9.7	10.5				
Multi-racial							
Male	47	46	47.1				
Female	53	54	52.9				
2009-10 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 type="checkbox"/> 2009-10	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-	-	
Multiracial				-	-		
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	74.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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 four 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 we have implemented a school wide initiative to ensure coherence among teachers' units of instruction by utilizing our Learning Goals Template. As a result, students are empowered to assume responsibility of their own academic success. Students are assisted with personal achievement goals through a process of reflection, analysis of study habits, development of time management skills to ensure successful student achievement to develop instructional units based upon student learning goals. Units of study have been redesigned to include a series of student focused academic objectives ((By the end of the unit I will...).formative assessments keyed to those objectives, opportunities for self-assessment and redirection of efforts targeted improved performance.) This recasting of unit objectives, evidence of learning and decision making based upon outcomes empowers students to assume responsibility for their own success. The school wide adoption of the Learning Goal Template creates greater opportunities for students to effect transfer among courses and more readily internalize effective practices. All teachers utilized the first instructional unit in September 2010 and meet weekly (as a member of a PLC, departmentally, by grade) to share experiences, units and reflections. They also contribute to a Google Docs communitiy of shared unit plans and reflections. They have established inter-visitation schedule for collegial observations in order to:

1. Observe application of LGTs in a variety of disciplines and;
2. Peer coach each other as they develop mastery of the use of the LGT.

These efforts will continue throughout the year focusing professional development hours to hone these efforts. 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 continue to work as inquiry teams who study and measure the impact of research-based strategies to regularly evaluate and adjust curricular and instructional practices across classrooms in response to student learning needs and the expectations of the evolving state standards (CCSS), with a focus on building alignment and coherence between what is taught, how it is taught, and how it is assessed.

It is anticipated that by June 2011, 90% of teachers will engage in inquiry process as an outgrowth of professional learning communities (PLCs) that support what teachers need to learn to increase student understanding and mastery of evolving state standards and measure the impact of specific strategies across classrooms. We also expect at least 20% of teacher teams will explore the implications of the evolving state standards as they relate to research-based instructional strategies and assessment practices and begin to develop unit plans that align to the evolving state standards as they relate to college and career readiness

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 65% 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 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.

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.

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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 2010-11 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, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. To implement our school wide initiative by June 2011 to ensure coherence among teachers’ units of instruction by utilizing our Learning Goals Template. As a result, students will be empowered to assume responsibility for their own academic success as per their self evaluation on the LGT.	<input type="checkbox"/> To assist students with personal achievement goals through a process of reflection, analysis of study habits, development of time management skills to ensure success student achievement to develop instructional units based on student learning goals. Units of study will be redesigned to include a series of student focused academic objectives (By the end of the unit I will . . .), formative assessments keyed to those objectives, opportunities for self-assessment and redirection of efforts targeted improved performance) This recasting of unit objectives, evidence of learning and decision making based on outcomes is intended to empower students to assume responsibility for their own success. The school wide adoption of the Learning Goal Template will create greater opportunities for students to effect transfer among courses and more readily internalize effective practices.
<input type="checkbox"/> 2. By June 2011, 90% of teachers will engage in inquiry process as an outgrowth of professional learning communities (PLCs) that support what teachers need to learn to increase student understanding and mastery of evolving state standards and measure the impact of specific strategies across classrooms. At least 20% of teacher teams will explore the implications of the evolving state standards as they relate to research-based instructional strategies	<input type="checkbox"/> To continue to work as inquiry teams who study and measure the impact of research-based strategies to regularly evaluate and adjust curricular and instructional practices across classrooms in response to student learning needs and the expectations of the evolving state standards (CCSS), with a focus on building alignment and coherence between what is taught, how it is taught, and how it is assessed.

<p>and assessment practices and begin to develop unit plans that align to the evolving state standards as they relate to college and career readiness.</p>	
<p>□3. To continue to expand student access to 4-year CUNY colleges through performance on the ELA Regents. By June 2011, 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>□Teachers will design and use Regents-like tasks in instruction to build familiarity with the construct of the exam. Teachers will use a systemic rubric that mirrors the rubric provided by NYS on the ELA Regents to evaluate student performance and progress.</p>
<p>□4. To expand student access to 4-year CUNY colleges through performance on Math Regents By June, 2011, at least 60% of grade 11 students will earn 75 or better on the Integrated Algebra Regents and 1 additional math Regents, thus meeting the CUNY standard for admission to four year college without basic skills testing</p>	<p>□Teachers will design and incorporate regents-like tasks into instruction to build familiarity with the construct of the examination. Teachers will use a systemic rubric that mirrors the rubric provided by NYS on the Mathematics Regents examinations to evaluate student performance and progress.</p>
<p>□5. By June 2011 create a database of student email addresses of graduates to enhance tracking post graduation college performance.</p>	<p>To enhance tracking post graduation college performance.</p>

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 2010-11 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, PLA, 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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>□ 1. To implement our school wide initiative by June 2011 to ensure coherence among teachers’ units of instruction by utilizing our Learning Goals Template. As a result, students will be empowered to assume responsibility for their own academic success as per their self evaluation on the LGT.</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, 2010: Launch initiative with PD prepared and delivered by teacher leaders Theme for the year: • Learning Goal Templates (LGTs) as a tool to empower student learning; • The power of coherence • Effecting instructional transfer among the disciplines September, 2010-June 2011: All returning teachers: Use LGTs beginning with the first instructional unit of the 2010-2011 school year • Teachers meet weekly (as a member of a PLC, departmentally, by grade) to share experiences, units and reflections. • All teachers contribute to a Google Docs community of shared unit plans and reflections • Establish an inter-visitation schedule for collegial observations in order to: 1. observe application of LGTs in a variety of disciplines and; 2. peer coach each other as they develop mastery of the use of the LGT November, January, April: PD provided by Dr Harvey Silver to promote key aspects of the LGT – formative assessment (How do the descriptors of formative assessment and classroom activities compare?) • Visit classrooms and work directly with teachers • 1.5 hour Administrative Workshop after school November, January, April: Staff will engage in a comparison of students assessment of their own learning and teacher assessments (report card grades) September 2010-June 2011 • CUNY PSO staff will support MSHSHS in the facilitation of the process and will assist in monitoring teacher and student progress through classroom visitations; assisting in performance and process data analysis conducted quarterly.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Funds in the amount of \$16,200 been set aside to support this initiative. The funding covers the costs of the professional development coach and materials, teacher coverages and additional hours for staff compensation. \$11,000 – for PD from Silver Strong \$ 3,000 – for per session for curriculum development \$2,200 - for paper and toner cost</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. By June 2011, 90% of teachers will engage in inquiry process as an outgrowth of professional learning communities (PLCs) that support what teachers need to learn to increase student understanding and mastery of evolving state standards and measure the impact of specific strategies across classrooms.</p> <p>At least 20% of teacher teams will explore the implications of the evolving state standards as they relate to research-based instructional strategies and assessment practices and begin to develop unit plans that align to the evolving state standards as they relate to college and career readiness.</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><input type="checkbox"/> September/October, 2010: 90% of members of each of the PLCs will select two students whom the teacher believes will benefit by learning through the use of LGTs. 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. September 2010-June 2011: The teacher team dedicated to inquiry around CCSS will collaborate with school leaders to make purposeful decisions to align curricula to the evolving state standards with a schoolwide writing focus on standard 2. Academic tasks will be developed and embedded in a coherent approach across grades and</p>

	subject area. Yearlong monitoring of the progress of these targeted students will become the standard segment of each monthly PLC meeting. • Measurable success will be shared at full faculty meetings to inspire the most successful instructional approaches for our most reluctant students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Inquiry Team money for 2010-2011 not distributed as of June 15th. In 2009-2010, we received \$7,256 in Inquiry Team money.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	□3. To continue to expand student access to 4-year CUNY colleges through performance on the ELA Regents. By June 2011, 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.
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>	September, 2010: 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 2010: Teachers will continue to use regents-like tasks into instruction to build familiarity with the construct of the examinations. • Fall 2010: 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, 2011: If necessary, classes will be reorganized following the first administration of the English exam to students in junior year to reflect assessed need. • Spring 2011: 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
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Funds in the amount of \$2,100 have been set aside to support this initiative. \$2,100 – 50 hours of per session for regent's prep.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	□4. To expand student access to 4-year CUNY colleges through performance on Math Regents By June, 2011, at least 60% of grade 11 students will earn 75 or better on the Integrated Algebra Regents and 1 additional math Regents, thus meeting the CUNY standard for admission to four year college without basic skills testing
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>	<ul style="list-style-type: none"> • September, 2010: Small group instruction will be provided to those 10th and 11th grade students whose assessed need requires targeted instruction. • Fall, 2010: 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 2010: Teachers will design and incorporate regents-like tasks into instruction to build familiarity with the construct of the examination. • Fall 2010: 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, 2011: Classes will be reorganized following the

	first administration of the exam to students in junior year to reflect assessed need. • Spring 2011: 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.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Funds in the amount of \$50,730 have been set aside to support this initiative. \$6,300 – 150 hours of per session for regent's prep \$44,430 – part of salary for two teachers who teach enriched 9th grade math classes
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	□5. By June 2011 create a database of student email addresses of graduates to enhance tracking post graduation college performance.
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>	To enhance tracking post graduation college performance. Other 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. • Guidance counselors and college liaison collectively pursue and gather graduate information and data via phone, Facebook 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. • CAL- Pass will be utilized to specifically aggregate data on course performance

	<p>in CUNY schools. Data, once collected will be used to address inquiry-based questions. • Graduates will be invited to participate in focus groups.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></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. Cal-Pass fees are being absorbed by Jobs for the Future.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	16	14	9	12	15		13	
10		8	14		6		7	
11		1	1	20	8		6	
12	15	1	2	23	12		8	

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> 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.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> 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.</p>
<p>Science:</p>	<p><input type="checkbox"/> 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.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> 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.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> 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 three 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.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A <input type="checkbox"/></p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Same as section under Guidance Counselor</p>

At-risk Health-related Services:

N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 6

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

We receive no Title III funding.

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.

We receive no Title III funding.

Section III. Title III Budget

—

School: We receive no Title III Funds

BEDS Code: 310300011541

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	We receive no Title III funds.	<input type="checkbox"/> We receive no Title III funds.
Purchased services - High quality staff and curriculum development contracts	We receive no Title III funds.	<input type="checkbox"/> We receive no Title III funds.

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	We receive no Title III funds.	<input type="checkbox"/> We receive no Title III funds.
Educational Software (Object Code 199)	We receive no Title III funds.	<input type="checkbox"/> We receive no Title III funds.
Travel	We receive no Title III funds.	<input type="checkbox"/> We receive no Title III funds.
Other	We receive no Title III funds.	<input type="checkbox"/> We receive no Title II funds.
TOTAL	0	

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.

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 20% 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.

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.

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 2010-11:	0	343,291	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3433		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 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.

NA

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

☐ 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

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.

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:

- 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.
- Fall conferences with all teachers to set their professional pedagogical goals.
- Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
- Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
- Daily walk-through of all classrooms by the administration to improve supervision.
- Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
- Allocation of Title I funds for test prep materials.

- The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
- To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
- 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.
- To provide parents with timely information about all programs through newsletters, flyers, a hotline, and a website and provide translations whenever feasible.
- To facilitate parent participation in all parent staff development workshops at both districts.
- Reinstatement of annual goal setting with advisory teachers.
- Fall curriculum night.
- Maintenance of a Parent Teachers Association and School Leadership Team.
- Timely issuance of student alert notices for students experiencing difficulties.
- Regular updating of the school website with parent information.
- Regular notices home from the Parents and the Administration.
- Teacher maintenance of parental contact logs.
- Attendance outreach to late and absent students.
- Teacher dissemination of semester course outlines.
- Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
- Maintenance of an Aware Parent liaison so that parents can access data on the web.
- Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
- 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:

1. To work with his/her children to improve punctuality, attendance, homework, study time and reduced television watching.

2. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
3. To share the responsibility for improving student achievement.
4. To communicate with teachers about their children’s educational, social, and emotional needs.
5. To communicate and cooperate with the school on issues of health and safety.
6. 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.
7. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
8. To attend PTA forums on helping students be successful.
9. To attend Guidance intervention meetings for struggling students.
10. To review the NYC Board of Education statement of parents rights and responsibilities.
11. To read with their children the NYC Board of Education statement of students rights and responsibilities.
12. To support the creation of a student government body.
13. To support school representation on Superintendent’s Advisory Councils.
14. To support the school Discipline Code.
15. To respond to calls to serve on a variety of PTA subcommittees.
16. To join in school celebrations of the success of students.
17. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of fairs.

Principal Signature _____

Parent’s Signature _____

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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 Acuity Assessments are 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 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.

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.

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.

These components were already addressed in Section IV: Needs Assessment

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.

These components were already addressed in Section IV: Needs Assessment

o Help provide an enriched and accelerated curriculum.

These components were already addressed in Section IV: Needs Assessment

o Meet the educational needs of historically underserved populations.

These components were already addressed in Section IV: Needs Assessment

- o 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.
 - These components were already addressed in Section IV: Needs Assessment

- o Are consistent with and are designed to implement State and local improvement, if any.
 - These components were already addressed in Section IV: Needs Assessment

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.

MSHS 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.

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

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).
There is one student that is currently living in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 This student attends separate counseling services with their guidance counselor who reviews the student's academic and social progress on a regular basis.

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_03M541_020311-141615.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 03	School Number 541	School Name Manh Hunter Sci
Principal Susan Kreisman	Assistant Principal Joseph Sciarrone		
Coach type here	Coach type here		
Teacher/Subject Area Gregory Andronica/ESL	Guidance Counselor Eric Klein		
Teacher/Subject Area Christie Casher, English	Parent Archie Longson		
Teacher/Subject Area type here	Parent Coordinator Marilyn Arias		
Related Service Provider Kathe Karlson	Other Beth Procho, Guid. Counselor		
Network Leader Cass Conrad	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	455	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	1.32%
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Part II: ELL Identification Process

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

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

1. 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 HLIS. If the results of the HLIS indicate a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R). Our shared ESL teacher, Gregory Andronica, is responsible for administering the 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.

2 & 3. During parent orientations for parents of newly enrolled ELL 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 HLIS, 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. Parents of new students have opted for the freestanding ESL. The model we offer is consistent with the parent choice. 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 to 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 while the HLIS survey and on 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

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In										2	2	1	1	6
Total	0	0	0	0	0	0	0	0	0	2	2	1	1	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	1	Special Education
SIFE	1	ELLs receiving service 4-6 years		Long-Term (completed 6 years)
				2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2			2
Chinese												1	1	2
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	2	2	1	1	6

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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. We do not have any beginners. 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 teacher work closely with SPED teachers regarding shared students. ELL teacher 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.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

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 and Thursdays from 2:20 – 3:15) for math, science and social studies extra help. In addition, ELL students are invited to attend "ESL" club on Tuesdays in which they receive additional instruction in content areas (e.g. global studies) from content teacher and ESL teacher.

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. MHSHS 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 the June 2009 graduation. ALL students at MHSHS 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 MHSHS.

10 & 11 Manhattan Hunter Science ESL instructor utilizes Rosetta Stone to supplement student learning. On 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.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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 2010 – 2011, five of our 100 minute professional development sessions, which is for all staff and for which attendance is kept, 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.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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. We have an active partnership with Hunter College and as a result we are able to provide

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										1				1

Advanced (A)											1	2	1	1	5
Total	0	0	0	0	0	0	0	0	0	0	2	2	1	1	6

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Int Alg</u>	4		4	
Math <u>Geom</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment	4		4	
Physics				
Global History and Geography	2		2	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1) At the moment we are using informal assessments (e.g. writing samples, decoding, etc.) but we are searching for a formal assessment tool to use.

2) 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.

3) Reading and writing are the modalities that the ones 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

4) A. All our students take tests in English.

B. MHSHS 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.

5) NA

6) We look at their success rate in other classes, Regents results and NYSESLAT results.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Manhattan / Hunter Science High School					
District:	3	DBN:	03M541	School		310300011541

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.1	96.0	95.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	122	113	116				
Grade 10	117	119	111				
Grade 11	97	119	117				
Grade 12	99	86	110				
Ungraded	0	0	0				
Total	435	437	454				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.5	97.9	97.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	55.6	53.1	64.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	6	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	23	16	21
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	3
Number all others	11	14	20				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	28	27	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	7	7
# receiving ESL services only	7	9	TBD				
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	6	% fully licensed & permanently assigned to this school	100.0	100.0	96.7
				% more than 2 years teaching in this school	64.3	70.4	76.9
				% more than 5 years teaching anywhere	14.3	25.9	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	85.0	80.8
American Indian or Alaska Native	0.5	0.9	0.7	% core classes taught by "highly qualified" teachers	89.1	95.7	95.9
Black or African American	22.1	19.0	20.9				
Hispanic or Latino	38.6	39.1	41.2				
Asian or Native Hawaiian/Other Pacific	29.0	28.4	25.6				
White	9.7	10.5	11.7				
Male	46.0	47.1	45.6				
Female	54.0	52.9	54.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native						-	
Black or African American				-	-	-	
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-	-	
Multiracial				-	-		
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				v	v		
Student groups making				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	61.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 03m541

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		343,291	343,291
2. Enter the anticipated 1% set-aside for Parent Involvement:		3,433	3,433
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
 ___100%_____

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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 Acuity Assessments are 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 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.

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.

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
These components were already addressed in Section IV: Needs Assessment
 - Help provide an enriched and accelerated curriculum.
These components were already addressed in Section IV: Needs Assessment
 - Meet the educational needs of historically underserved populations.
These components were already addressed in Section IV: Needs Assessment
 - 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.

These components were already addressed in Section IV: Needs Assessment

- Are consistent with and are designed to implement State and local improvement, if any.
These components were already addressed in Section IV: Needs Assessment

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.
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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			339,858	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			2,303,932	X	

-
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

