Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: MANHATTAN HUNTER SCIENCE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M541

PRINCIPAL: SUSAN KREISMAN EMAIL: SKREISMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: _TAMIKA MATHESON_

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Susan Kreisman	*Principal or Designee	
Kathe Karlson	*UFT Chapter Leader or Designee	
Cynthia Fontanez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Rebekah Goberdhan and Eliza Ferrer	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Holly Harrison	CBO Representative, if applicable	
Mary Wong	Member/Parent	
Vickie Moore	Member/Parent	
Hilda Salgado	Member/Parent	
Matthew McKay	Member/UFT	

Eric Klein	Member/UFT	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To ensure all students are on track to graduating ready for college and careers. In Literacy: Read and analyze informational texts from multiple sources and write an argument to support their position. In Math: Engage in a cognitively demanding task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. 100% of teachers will revise Learning Goal Tools, to ensure that they meet the citywide instructional objectives. By October, 2011 staff will adopt a school-wide rubric Argument Writing Rubric. By January, 2012, 100% of teacher teams will have analyzed student work samples in relation to our selected CCSS. By June, 2012, 100% of students will be engaged in at least one literacy and one math task embedded in units of instruction aligned to the CCSS.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  1. A school-wide focus on collaborative inquiry through the creation of Professional Learning Communities (PLCs) facilitated by teacher leaders has led to the creation of a CCLS teacher team. The team analyzed the extent to which CCLS standards were represented in LGTs (Learning Goal Tools) This team is responsible for facilitating PD exposing the full staff to the CCLS in literacy and math. Each member of the CCLS teacher team has worked collaboratively to develop a systemic writing rubric aligned to Anchor Standard CCW.1 and is working toward designing at least one unit of study. Their example has led to each content area department choosing content-appropriate writing assignments to develop with its students throughout the school year. The assignments will be assessed using a writing rubric aligned to the CCLS designed by the department and vetted by the CCLS teacher team...
  2. In order to ensure coherence among teachers' units of instruction, we instituted the practice of writing Learning Goal Tools (LGTs) in 'FY 2010-11 and are continuing the highly effective practice this year. The school-wide use of the LGT creates greater opportunities for teachers to use a common lens when analyzing instruction and provides students with opportunities to effect transfer among courses and more readily internalize effective practices. Units of study are being redesigned to include CCLS foci.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,

b) staff and other resources used to implement these strategies/activities,
c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
d) timeline for implementation.

- Principal will schedule and conduct a faculty conference to increase awareness and understanding of the new metrics to High School Progress Reports as they relate to College Preparatory Course Index, College Readiness Index and College Enrollment Rate.
- CUNY Support Staff and principal will conduct workshops on "unpacking the standards"
- Conduct gap analysis between current state and desired alignment to CCLS.
- Adopt school – wide Argument Writing Rubric
- Teacher teams meet weekly to review student writing
- Teacher teams will design tasks and units that incorporate CCLS

By Spring 2012, every student will have engaged in at least 1 literacy and I math task

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. We provide many opportunities throughout the year for parents to understand the NCLB, Common Core Standards, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report. Meetings are scheduled in the morning and evenings to accommodate parent's schedules and to share information about the school's educational program, the progress of their students and allow parents to provide suggestions and participate fully in their student's socially and educationally progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All staff engages in professional development conducted by expert professionals. These include Dr Harvey Silver, D. Ed Thomas, Dr Claudette Tableman and Hope Barter. Staff selected teacher leaders participate in additional PD (e.g. literacy workshops with Jody Pollack, Tier II and III meetings with our PSO and turn key learnings to staff. Further, opportunities to collaborate and grow are offered through Faculty Councils composed of high school staff members and Hunter College staff. These councils agree upon an issue or topic to pursue (councils at present are Math/Science and Student Support). Additional resources for teacher growth include College Now Staff working with science teachers, Dr. Frank Gardella working with math teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with Hunter College's School of Educations provides us with the opportunity to work with student teachers who may become part of our

applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Hunter College DOE opportunities and our PSO, the CUNY Support Organization to achieve our goals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funds in the amount of $5,670 (for curriculum development) and $5,600 (for professional development) has been allocated to support this initiative.
Curriculum development is funded by TL Summer School Shared.
Professional development is funded by TL Fair Student Funding.
Funds will be used to underwrite the participation of teacher leaders in professional development which will be turn keyed to all staff.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To continue to expand student access to 4-year CUNY colleges ,by June 2012, at least 75% 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

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  Because we are committed to the goal of increasing access for all students to 4-year CUNY colleges, we are especially sensitive to meeting or exceeding the CUNY requirements for admission. Admissions data and persistence data(Where are they now) as well as Regents results and formative task analyses promote continued commitment to this goal. Too, as we incorporate the Common Core literacy standards we must be mindful of continuing to attends to the admission expectations of CUNY

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

September, 2011: 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 2011: Teachers will continue to use regents-like tasks into instruction to build familiarity with the construct of the examinations.

Fall 2011: Teachers will use a systemic rubric that mirrors the rubric provided by NYS on the English Regents Examinations to evaluate student performance and progress.

Spring 2012: 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

June 2012: administer Regents to all 10th grade students

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. We outreach through monthly and specially scheduled meetings to the parent members of our school's community to attend presentations at the Parent Association and the School Leadership Team Meetings, Junior and Senior College evenings. We notice parents about the tutoring and college and career opportunities available for their students at meetings and through regular mail, e-mail and telephone voicemail messages Parents know that extra tutoring support for their students to succeed in their courses and on regents exams is extended to their students daily during Lunch and Learn and immediately after the last class period through our Spotlight On Success Program, as well as special regent enrichment sessions and individualized tutoring opportunities.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All staff engages in professional development conducted by expert professionals. These include Dr Harvey Silver, D. Ed Thomas, Dr Claudette Tableman and Hope Barter. Staff selected teachers leaders participate in additional PD (e.g. literacy workshops with Jody Pollack, Tier II and III meetings with our PSO and turn key learnings to staff. Further, opportunities to collaborate and grow are offered through Faculty Councils composed of high school staff members and Hunter College staff. These councils agree upon an issue or topic to pursue (councils at present are Math/Science and Student Support)Additional resources for teacher growth include College Now Staff working with science teachers, Dr. Frank Gardella working with math teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with Hunter College's School of Educations provides us with the opportunity to work with student teachers who may become part of our applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Hunter College DOE opportunities and our PSO, the CUNY Support Organization to achieve our goals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funds in the amount of $2,099 have been allocated to support this initiative.
The funds are all TL Fair Student Funding.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2012, at least 60% of grade 11 students will earn 80 or better on a math Regents and successfully complete Algebra II and Trigonometry or a higher level course thus meeting the CUNY standard for admission to four year college without basic skills testing

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

CUNY standards for admission include changed math requirements. Reviews of our Math Regents results reveal a number of students who meet CUNY's prior requirements (including 75 on a Math Regents) but not the newer requirement. We believe that applying similar strategies to those students who must meet a different bar will prove effective.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.
- September, 2011: Small group instruction will be provided to those 10th and 11th grade students whose assessed need requires targeted instruction.
- Fall, 2011: 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 2011: Teachers will design and incorporate regents-like tasks into instruction to build familiarity with the construct of the examination.
- Fall 2011: 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.

Spring 2012: Differentiation by assessed need and targeted instructional focus will result in increased academic support and coaching to attain an 80on a math Regents and/or meet with success in Algebra II/ Trigonometry for those students performing below target.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. Parents are provided with timely information regarding performance profiles and individual student assessments. We conduct a curriculum information meeting in the evening early in the school year to introduce parents to their child's course of study and its requirements. Parents obtain teacher contact information and access to our online grading system at that time. We schedule parent-teacher conferences each semester during which the students' achievement is discussed with the parents. We have an on-line grading system known as Jupiter Grade, which allows parents to receive weekly e-mails and/or text notices informing them of their student's progress. Parents are able to schedule additional meetings with teachers and guidance counselors throughout the year to discuss student progress and ways to ensure their child's academic success. These meetings are scheduled at flexible times to accommodate parent schedules. Translators are provided whenever necessary.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All staff engages in professional development conducted by expert professionals. These include Dr Harvey Silver, D. Ed Thomas, Dr Claudette Tableman and Hope Barter. Staff selected teachers leaders participate in additional PD (e.g. literacy workshops with Jody Pollack, Tier II and III meetings with our PSO and turn key learnings to staff. Further, opportunities to collaborate and grow are offered through Faculty Councils composed of high school staff members and Hunter College staff. These councils agree upon an issue or topic to pursue (councils at present are Math/Science and Student Support)Additional resources for teacher growth include College Now Staff working with science teachers, Dr. Frank Gardella working with math teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with Hunter College's School of Educations provides us with the opportunity to work with student teachers who may become part of our applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Hunter College DOE opportunities and our PSO, the CUNY Support Organization to achieve our goals

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Regents prep – 150 hours of per session – $6,297.
Funded by TL Fair Student Funding.

Part salary for two teachers who teach enriched Integrated Algebra classes – $25,870.
Partially funded by TL Fair Student Funding – $12,800.
Partially funded by Contract for Excellence – $13,070

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To enhance tracking post graduation college performance (particularly those students outside the CUNY system) with an emphasis on persistence 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.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

"Where Are They Now" which tracks the persistence of graduates who attend CUNY provides useful but not sufficient information. We need to know how those of our students who attend other colleges and universities are performing and how their high school experiences have aided them. We also need to know where the high school may have failed them. It is through the experiences of our graduates that we can look at what may need to be addressed to increase not only the college readiness of students but their success and persistence.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    a) strategies/activities that encompass the needs of identified student subgroups,
    b) staff and other resources used to implement these strategies/activities,
    c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    d) timeline for implementation.

- Guidance counselors and college liaison collectively pursue and gather graduate information and data via phone, Face book 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 in CUNY schools. Data, once collected will be used to address inquiry-based questions.
- Graduates will be invited to participate in reunion opportunities during which surveys will be administered.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. During the course of their students' enrollment at Manhattan Hunter Science High School, we provide parents with the information and training needed to effectively become involved in planning and decision making in support of their student's education. The school emphasizes college preparation during pre-application school tours, at new student orientations, during Junior College Night and Senior Parent evenings, and throughout the school year. Parents acknowledge our commitment to their students and encourage on-going communication with the school post graduation. Many parents continue to communicate their student's college progress and requests with our school

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All staff engages in professional development conducted by expert professionals. These include Dr Harvey Silver, D. Ed Thomas, Dr Claudette Tableman and Hope Barter. Staff selected teachers leaders participate in additional PD (e.g. literacy workshops with Jody Pollack, Tier II and III meetings with our PSO and turn key learnings to staff. Further, opportunities to collaborate and grow are offered through Faculty Councils composed of high school staff members and Hunter College staff. These councils agree upon an issue or topic to pursue (councils at present are Math/Science and Student Support)Additional resources for teacher growth include College Now Staff working with science teachers, Dr. Frank Gardella working with math teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with Hunter College's School of Educations provides us with the opportunity to work with student teachers who may become part of our applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Hunter College DOE opportunities and our PSO, the CUNY Support Organization to achieve our goals
Budget and resources alignment • Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. Funds in the amount of $5,350 have been set aside to support this initiative. All funds are TL Fair Student Funding. The funding covers the costs additional hours for secretarial and counselor compensation and light refreshments for an Alumni reception.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve teacher practice by developing an understanding of our selected Teacher Effectiveness Model. Principal, assistant principal and teachers leaders will engage in at least 4 cycles of brief observations using selected elements of the "Thoughtful Classroom" Teacher Effectiveness Framework.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    a) strategies/activities that encompass the needs of identified student subgroups,
    b) staff and other resources used to implement these strategies/activities,
    c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    d) timeline for implementation.

Staffing:

Principal, Assistant principal, teacher leaders, Dr Harvey Silver

Scheduling:

Teacher leaders, Dr. Silver and administrators develop and deliver PD to staff around selected dimensions of The Teacher Effectiveness Framework

Teacher leaders, administrators engage in learning walks to build our observational skills and common language around instruction

Administrators develop and follow a schedule for observations and feedback using selected elements of the research based rubric.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. MHSHS actively involves and engages parents in the planning, review and evaluation of the effectiveness of the school's programs as outlined in the Comprehensive Educational Plan. Parents participate in workshops that involve understanding educational accountability grade-level curriculum and assessment expectations; literacy, and technology training to facilitate their understanding of the school's online grading system and the college search process.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All staff engages in professional development conducted by expert professionals. These include Dr Harvey Silver, D. Ed Thomas, Dr Claudette Tableman and Hope Barter. Staff selected teacher leaders participate in additional PD (e.g. literacy workshops with Jody Pollack, Tier II and III meetings with our PSO and then turn key learnings to staff. Further, opportunities to collaborate and grow are offered through Faculty Councils composed of high school staff members and Hunter College staff. These councils agree upon an issue or topic to pursue (councils at present are Math/Science and Student Support)Additional resources for teacher growth include College Now Staff working with science teachers, Dr. Frank Gardella working with math teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with Hunter College's School of Educations provides us with the opportunity to work with student teachers who may become part of our applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Hunter College DOE opportunities and our PSO, the CUNY Support Organization to achieve our goals

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funds in the amount of $13,270 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.

$5,600 – for PD from Silver Strong
All funds are TL Fair Student Funding.

$5,670 – for per session for curriculum development
All funds are TL Summer School Shared.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	# 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	20	8	7					
10		3	1		3		2	
11			1	8	7		3	
12	3	1	2	21	13		8	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas
Mathematics	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Science	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Social Studies	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
At-risk Services provided by the Guidance Counselor	All students at risk are reviewed regularly and the Pupil Intervention Plans are created in conjunction with teachers and advisors by the Pupil Personnel Team, which consists of 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.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Same as section under Guidance Counselor
At-risk Health-related Services	N/A

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school created and implemented a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association and Parent Committee as welcomed members of our school community. The Manhattan Hunter Science High School (MHSHS) firmly acknowledges that strengthening student academic achievement requires the active participation of parents, supporting the efforts of students and faculty. Thus we have, and will continue to take the following actions to build the capacity of schools and parents for strong parent school collaboration:

- MHSHS has developed a strong Parents' Association, and instituted programs and activities that are relevant to parents. MHSHS has planned events to engender parent support and participation. College informational and financing seminars, support and educational workshops, awards nights, and student talent showcases have brought a diverse group of parents into the school environment.

- Academic Outreach: To facilitate parental involvement in their students' academic progression, MHSHS holds two parent teacher conferences during the school year; one in the Fall and Spring semesters. To enhance understanding of the expanse of the curriculum as well as the academic course requirements, we schedule a Curriculum Night for parents during which they meet the faculty at the onset of the school year and learn faculty expectations to achieve a strong academic performance. At this meeting parents also receive access to MHSHS's online grading system, Jupiter Grades. As an early college high school, parents

support our College Prep Curriculum, which begins in ninth grade and attend the annual Junior College Night and Senior College evenings for students and their parents We also create a Parent Calendar each year, which includes all important dates not only for PTA and SLT meeting but also progress reports, report cards and Regents exams. The PTA in conjunction with the school has raised funds to assist with SAT skills development

- MHSHS extends to parents various modes of communication tools. The school sends an update of students' progress through Jupiter Grades to parents through e-mails and/or texts. Parents also receive notices of students' progression through mailings of progress reports and report cards four times a year, and MHSHS sends additional subject interim progress reports when faculty note changes in students' performance. Faculty and administration are available for appointments with parents prior to, during, and after the school day, and by telephone and e-mail contact. It is not uncommon for the administration and faculty to respond to e-mail contacts from parents late into the evenings and on weekends

- MHSHS communicates all school activities to facilitate parental involvement and improve information flow by direct mailings, back-packing and e-mailing and school messenger notices of school events, parent meetings, seminars and workshops.

- MHSHS fosters a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. It provides materials and training to assist parents work with their students to improve their students' academic achievement. There have been several seminars conducted throughout the school year to train parents as their students' "coaches" to augment strong study habits and learn techniques for achieving academic success.

- MHSHS participates in regularly scheduled parent meetings, such as monthly Parents' Association and School Leadership Team meetings.

- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community conducts an annual evaluation of the content and effectiveness of this parent involvement policy with parents to improve the academic quality of our school. In developing the Parent Involvement Policy, parents of parent members of the school's Parent Association and the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input. The findings of the evaluation through school surveys and feedback forms is used to design strategies to more effectively meet the needs of parents, and enhance the school's program. This information will be maintained by the school.

- The school population contains a multitude of different nationalities and cultures. MHSHS makes every effort to be sensitive to all families. In sharing information about school and parent related programs, meetings and other activities are in a format, and in languages that parents can understand. MHSHS translates notices into the main languages spoken by the majority of our families, Spanish, Mandarin, Cantonese and Bengali, and arrange for these translators to be available at fall and spring Parent Teacher Conferences. Parents along with the Parent Coordinator facilitate translations at monthly meetings and seminars.

- Providing opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

. To increase and improve parent involvement and school quality, our school:

- actively involves and engages parents in the planning, review and evaluation of the effectiveness of the school's Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;

- engages parents in discussion and decisions regarding the required Parent Involvement Funds set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- supports school-level committees that include parents who are members of the School Leadership Team, the Parent Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintains a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator provides parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator also maintains a log of events and activities planned for parents each month and files a report with the central office.;

- conducts parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provides opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- schedules additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translates all critical school documents and provide interpretation during meetings and events as needed;

Our school further encourages school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and Parent Association;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school implemented a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs agreed that this Compact outlines how parents, the entire school staff and students share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing

professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- advising parents of their right to file a complaint under the Department's General Complaints.

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- set limits to the amount of time my child watches television, plays video, games and is on the computer;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully through peer mediation sessions.;
- always try my best to learn.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader `	District 03	Borough Manhattan	School Number 541
School Name Manhattan Hunter Science HS			

B. Language Allocation Policy Team Composition ⓘ

Principal Susan Kreisman	Assistant Principal Joseph Sciarrone
Coach type here	Coach type here
ESL Teacher Gregory Andronica	Guidance Counselor Eric Klein
Teacher/Subject Area Matthew McKay/English	Parent Archie Longson
Teacher/Subject Area type here	Parent Coordinator Marilyn Arias
Related Service Provider Kathe Karlson	Other type here
Network Leader Dennis Sanchez	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	453	Total Number of ELLs	6	ELLs as share of total student population (%)	1.32%

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, Russian, Georgian and Bengali. The parents complete the Parent/Guardian Home Language Identification Survey during the Spring New Student Orientation under the guidance of our parent coordinator who gathers the information, or when they first get admitted to the school if it is during the school year. For parents who speak another language we use a staff member who speaks the native language of the parent or the translation service provided by the DOE either in person or over the phone. The parents of students who are new admits to the New York City public school system are given the home language survey which helps us identify students who may have limited English proficiency. These students are interviewed by a licensed ESL teacher who determines if they are eligible to take the Language Assessment Battery (LAB-R). If the student can't understand the ESL teacher, we find a pedagogue who speaks the language of the student. If necessary, we arrange for a translator to come in so that we can administer the LAB-R during the first ten days of arrival. The results of the LAB-R determine the current level of ESL. Our ESL teacher, Gregory Andronica, is responsible for administering the LAB-R and he then consults with the programmer so students are programmed for services accordingly. 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 in our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State English as a Second Language Achievement Test (NYSESLAT) exam. The parents are also given a parent choice form where they choose the type of program they would like their child to take part in (bilingual, dual language or freestanding ESL classes). If parents choose the bilingual or dual language option, we let them know that we do not offer those programs currently and if our ELL numbers increase to allow us to offer them we would let them know. We then place students in our freestanding ESL program. Spanish speaking ELLs are administered the Spanish LAB. All students who are eligible for ESL services are given the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring. The assistant principal prints out the RLER report on ATS to determine who is eligible for the exam. A schedule is created by the ESL teacher in consultation with the AP to ensure that all students are tested by the ESL teacher within the timeframe alloted. The ESL teacher administers all four components of the exam. The listening, writing and reading portions are administered in the ESL class. Once a component is administered, the ESL teacher lists those students that were absent during the administration. These students are either tested after school or duing a non-major class when the ESL teacher is not teaching. Once these exams are scored, the results are reported to the school and the students placed in the appropriate ESL class. Our goal is to improve students at least one level: beginner to intermediate, intermediate to advanced and advanced to proficient. Once students test as proficient, they are no longer placed in an ESL class but they are still entitled to extension of services for two years.

2. When the parent completes the program selection form, the three ELL program options are explained by the certified ESL teacher. If the parent does not understand English, we have a bilingual pedagogue translate or we use the DOE translation services. The parents then watch a video where additional information is provided in their native language about the bilingual program, dual language program and free standing ESL program. They also receive written information translated in their home language about the three program options. If a new family requiring ELL services enters our school mid-year, we offer an orientation session within the first two weeks of arrival at a convenient time for the family. The parents meet with the licensed ESL teacher and parent coordinator who

provide additional information , using translation services if necessary, about the program option.s. If numbers necessitate a dual language or bilingual program, the parents who indicated that choice will all receive letters in the mail in their native language as well as phone calls home, also in the native language, informing them of a meeting at the school where they will receive more information about the new programs. If we cannot reach them via phone, we will have our attendance teacher hand deliver the letter to ensure that it has been received.

3. We offer a new student orientation in the late spring where parents for students new to the NYC DOE will watch a video about the program options, complete and submit the program selection form and the parent survey. The home language identification survey is administered and the entitlement letters are distributed and mailed home. Copies of the entitlement letter are kept on file in the ELL binder with the ESL teacher. In the binder are the parent selection forms, parent survey, orientation letters that were mailed home. sign in sheets and agenda from those sessions. Program selection forms are mailed home to any parent who does not attend the orientation meeting. The parent coordinator calls the parent to inform them the form has been sent and must be returned within a week. If the parent does not speak English, a staff member who speaks their language works with the parent coordinator to call the home. If necessary, the parent coordinator reaches out to DOE translation services for assistance. The parent coordinator follows up with the parent until the form has been returned to the school. If a student enters our school during the school year, an orientation is scheduled for the family and the process repeats. If possible, the ESL teacher will meet with the family and conduct the orientation as part of the admissions process.

4. Currently, Manhattan Hunter Science HS offers a freestanding ESL program. If the parent indicates in the program selection form that their preference is a bilingual or dual language program, we inform them that we currently do not have the number of students to support that program but if and when we do, we will inform them and make any program changes that are necessary to accommodate their preferences. At this time we have seven full time staff members who are fluent in Spanish, three who are fluent in Chinese and one in Russian. These staff members are often called upon to translate for our families to ensure that they fully understand the program options. There is also the option to utilize the DOE translation services immediately via telephone or in person by appointment. The pacement letters are mailed home to each family. A copy of this letter is kept in the ELL binder with the ESL teacher. Entitlement letters and continued entitlement letters are mailed home as well, with copies kept in the binder. All letters are sent in the native language of the family. If the letter is returned due to incorrect address or there is any other indication that the family may not have received the letter, the attendance teacher will hand deliver the document. If the family is not home at the time of his visit, he will speak with the super of the building to confirm that the family is living at that address. If it is confirmed that the family does reside there, he will leave the documentation in their mailbox. If the family does not live there, we will follow up with the student to update our records.

5. Based on the program selection forms, we are confident that we are meeting the requests of our families as they have all requested a freestanding ESL program. We have not had any parents request a bilingual or dual language program so 100% of our ESL students have been placed in the program in which they have requested. We keep track of the requests made by families every year so they can be revieved for trends in program requests. Over the years the pattern has been a freestanding ESL program as evidenced by the requests for freestanding ESL.

6. The parents are very insistent on full language immersion for their children so freestanding ESL has been the program of choice which is the program that we offer. 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** ✪

This school offers (check all that apply):

Transitional bilingual education program	Yes ✪ No ❄	If yes, indicate language(s):

Dual language program	Yes ❍ No ❄	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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										
	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	Total
TBE										0
Dual Language										0
ESL	3			2	1	1	1			6
Total	3	0	0	2	1	1	1	0	0	6
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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**
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
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											1	2		3
Chinese														0
Russian												1		1
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**	**0**	**3**	**3**	**0**	**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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1. All ESL instruction is delivered using the pull-out method. The students spend a majority of the day in an all English content area class. There are supports in place for these students in their native language such as textbooks, glossaries and translators. The ESL students are grouped heterogeneously. There are students of several proficiency levels in the same class regardless of grade.
2. The number of ESL periods per day a student is programmed for is dictated by the results of the NYSESLAT exam from the previous Spring. If a student is newly enrolled in NYC DOE and did not take the NYSESLAT exam the year before, they are programmed in a level based on the results of the LAB-R exam. All students who score in the beginner proficiency level receive three periods of pull-out ESL instruction per day. Three periods per day is equivalent to 132 minutes per day, five days a week, which totals 660 minutes per week. Students who score in the intermediate proficiency level are programmed for two periods of pull-out ESL instruction per day which equals 88 minutes per day, five days a week for a weekly total of 440 minutes. Students who score in the advanced proficiency level are programmed for one period of pull-out ESL instruction per day and one period of English with their native English speaking peers. They receive 44 minutes of ESL instruction per day totaling 220 minutes per week.
3. The ESL teacher is a member of one of four grade teams in our school and serves as a member of the English department. At these weekly meetings, the teachers collaborate to ensure consistency and share best practices. The co-planning time is crucial to ensure that the ELL students are receiving the same level of instruction as their native English speaking peers with additional supports in their native language. Language Arts is taught using ESL and ELA instructional strategies. Specific area content and skill sets needed from other subject areas is supported by activities done within the ESL class and by helping ELL students to focus on trouble spots during extended day. These areas are identified by the classroom teacher and relayed to the ESL teacher during teacher team meetings. Additionally, the ELL students are taught test-taking skills, reading for meaning and reading strategies, test question vocabulary, listening for details and pacing among other things. In these programs the students use dictionaries and translators. The teachers also have information translated in the student's native language. We have also ordered native language content books so we can start our own native language library. Based on the discusions at the grade level teams, the teachers collaborate and share units they will be starting. The ESL teacher then uses reading about those topics in his ESL classes to teach various reading strategies. It is for this purpose that the team meeting time is so valuable. When possible, ESL lessons are taught using an interdisciplinary approach.
4. Students can respond on tests in their native language and we have staff that can translate. Students who take the LAB-R and their native language is Spanish are given the Spanish LAB-R if it is deemed they are eligible to receive ESL services.
5. Our SIFE student is on grade level and is performing well academically. Our SIFE student is fully integrated into the supportive school environment. While we do have youngsters that are new to the United States, they work well in content area classes with supportive instructions provided by the 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 specially geared towards assisting ELL students in mastering skills requisite to the ELA Regents examinations. For our ELLs receiving service 4-6 years the focus is on reading strategies, such as, text marking, summarizing, skimming and scanning, making text to text and text to self connections. In addition, there will be more emphasis on vocabulary development. For ELLs with 6+ years, various interventions are used in the areas of reading and writing. In reading they work on summarizing techniques, reading comprehensions strategies and vocabulary development. In writing they focus on paragraphing, use of transition words and staying on topic. They also work on tasks to ensure that they are successful in their Regents exams.
6. The ELL students are encouraged to use their digital translators in their content areas classes. This ensures that the students can still comprehend the information even if there is a language barrier. The students can also reference the glossaries in their home language that are stored in their content area classrooms. Additionally, the grade teams meet weekly to ensure consistency throughout all classrooms whether it is an ESL class or a core content class. The teachers also work together in teacher teams to ensure an interdisciplinary approach is being used so the concepts and skills taught are constantly being reinforced. Futhermore, all teacher's lesson plans include various differentiation tactics to allow the individual student to identify their own entry point into the lesson. The school ensures the ELL-SWDs who have IEPs that mandate ESL instruction are serviced by having grade team meetings where both the Special Education teacher and ESL teacher are present. During these meetings the IEPs are reviewed and updated when necessary.
7. The student is mainstreamed and receives extra services through Resource Room.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

B. Programming and Scheduling Information--Continued

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

8. Manhattan Hunter Science HS 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, humane 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. The ESL teacher creates a thesaurus of topical words for each subject area. The students can refer to these synonyms and visual aids in each class. We have ordered native language content area textbooks for our ELL students. The books are stored in the ELL library and students can use them as needed. We have ordered books that can be used in Science classes, Math classes, English classes and Social Studies classes. Students are often paired with a peer who speaks the same language so this student can help translate material if necessary. All ELLs are encourged to attend extended day (an additional period on Mondays through Thursdays from 2:21-2:59) for math, science and social studies extra help.

9. 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). 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 HS staff is cognizant that ELL students are eligible for special testing accommodations for two years after achieving proficiency.

10. We are working on creating a bilingual library with supplementary materials in student's native language.

11. There are no programs/services for ELLs that will be discontinued this year.

12. The school places a strong belief in the importance of contributing to the community. Manhattan Hunter Science HS 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 requirements. 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 a few. The sports programs are funded by the PSAL and other programs from general school funds. These programs are offered after school and on Saturdays. All students who are in good academic standing are eligible and encouraged to particiapte. 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 ELLs. All of the extracurricular programs, in addition to helping students improve their skill sets in these athletic areas, foster conversations which is benficial for our ELL students. The more exposure they have to the English language, the faster they will increase their fluency. We had former ELL students who were class presidents and featured speakers selected by their classmates to speak at graduation. All students at Manhattan Hunter Science HS 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 Manhattan Hunter Science HS.

13 The students have access to computer programs to supplement their learning. Students can use these computer programs after school hours and during lunch. We have Rosetta Stone available and are currently looking into other computer programs, such as, Award Reading and My Access. We also have an LCD cart or smartboard and computer in every room to ensure visual aids are used in all content area classes to support our ESL students. The technology that is available allows the students to conduct research to answer questions they may have about content material in their native language. Frequent class trips to the computer lab also helps our ELLs.

14. Native language support is provided to our students through the use of peer translators in the classes as well as access to digital

B. Programming and Scheduling Information--Continued

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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?

1. All parents of students who are enrolled at Manhattan Hunter Science HS are invited to attend monthly Parent Association meetings. These meetings are facilitated by the Parent Coordinator and all parents/guardians are invited and encouraged to attend. Notification of the meetings is sent out via phone messenger in the home language of the family as well as via monthly mailings. In addition to discussing issues related specifically to our school such as, dress code, uniform policy, grading policy, etc, the parents brainstorm additional parent meeting topics. All parents/guardians are invited to attend workshops where they can learn about graduation requirements, ARIS and Jupiter, the online gradebook we use. Additionally, there have been workshops on getting your child into college and completing the financial aid forms. Translators are made available for all such events.
2. We have an active partnership with Hunter College and as a result we are able to provide workshops in conjunction with the college for juniors and seniors on such topics as applying to college and the financial aid process. We have translators available at these workshops. The parents also get invitations to performances and readings at the college which helps strengthen our school community and the relationships fostered benefit our students.
3. Our parent coordinator distributes surveys to our families to determine the interests of the parents. These surveys, which are in several languages, help us to gather information about what workshops would be interesting and helpful to our families so we can provide them with the support they need to ensure their children are successful in our school. This helps to strengthen our school community and the relationships formed benefit our students.
4. Based on the results of the surveys, we are able to meet the needs of our parents. One example would be concerns over paying for their child's college education. Because of this, we offer workshops where parents can come with their information and complete the financial aid forms with members of our staff or the college staff. We also have parent translators available at all parent meetings so all feel welcome and are able to communicate with one another.

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)?

Paste response to questions 1-5 here

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.

1. Our ELL teacher attends most professional development sessions offered by the New York City Department of Education as well as CUNY which is our support network. We also take advantage of professional development opportunities offered by outside agencies. At monthly faculty meetings and/or grade team meetings, our ELL teacher has the opportunity to turn key the information to all the Manhattan Hunter Science HS faculty which includes administrators and support staff. Some of the professional development sessions that our ELL teacher has attended in the 2011-12 school year have focused on topics such as, task rotation, building academic vocabulary, scaffolding and assessment.
2. Our content area teachers have ELL students in their classes. During staff development sessions, we often focus on best practices with ESL students so they can be implemented into content area classes.
3. During each Chancellor's Professional Development Day, time is set aside to develop the entire staff's ELL knowledge with a focus on how to provide content area support to ELL students. In addition, during several monthly faculty conferences throughout the year time is allocated to staff ELL concerns as well as on appproaches that will benfit our ESL population. The sum total of time for these sessions

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3. During each Chancellor's Professional Development Day, time is set aside to develop the entire staff's ELL knowledge with a focus on how to provide content area support to ELL students. In addition, during several monthly faculty conferences throughout the year time is allocated to staff ELL concerns as well as on appproaches that will benfit our ESL population. The sum total of time for these sessions exceeds 7.5 hours for the entire school year. For school year 2010-11 over 10 hours was alloted and we expect it to be the same for the current school year.

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?
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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)											2	3		5
Total	0	0	0	0	0	0	0	0	0	0	3	3	0	6

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											0	0	
	I											0	0	
	A											1	1	
	P											2	2	
READING/ WRITING	B											0	0	
	I											1	0	
	A											1	3	
	P											1	0	

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0

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. Presently we are using Pearson ELL periodic assessments in the Fall and NYSESLAT as well as Acuity in the Math and English classes. The data shows that our ELL students are more greatly challenged when communicating in written form. The data shows that our ELLs are more adept at speaking and listening than reading and writing. No other clear pattern emerged except that the comprehension scores improved during subsequent sittings of the exam. In consultation with the ELL teacher, content area teachers are guided as to how to help students meet academic expectations and meet state standards. The ELL teacher also provides information or additional support that will

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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
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				
Integrated Algebra	6		6	
Geometry				
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry	2		2	
Earth Science				
Living Environment	5		3	
Physics				
Global History and				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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. Presently we are using Pearson ELL periodic assessments in the Fall and NYSESLAT as well as Acuity in the Math and English classes. The data shows that our ELL students are more greatly challenged when communicating in written form. The data shows that our ELLs are more adept at speaking and listening than reading and writing. No other clear pattern emerged except that the comprehension scores improved during subsequent sittings of the exam. In consultation with the ELL teacher, content area teachers are guided as to how to help students meet academic expectations and meet state standards. The ELL teacher also provides information on additional support that will benefit students based on the areas of strength and deficiency.

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. The LAB-R results show where students strengths are and this data is used to differentiate and program students so their individual needs are met.

3. The trend of the NYSESLAT show that reading and writing are the modalities that our ELLs find the most difficult. Based on this data, our ELL teacher places a distinct focus on reading and writing strategies, as well as graphic organizers and rubrics. With this in mind, there is a written component to all instructional assessments and across all content areas, students have ample opportunities to improve their reading skills. All teachers use an interdisciplinary approach and our English department conducts professional development sessions with the staff that focus on new strategies and research.

4a. All of our students take tests in English. Examining patterns of student results show us that grade level has little impact on test scores.

Additional Information
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Paste additional information here

Part VI: LAP Assurances

School Name: MHSHS		School DBN: 03M541	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Kreisman	Principal		1/1/01
Joseph Sciarrone	Assistant Principal		1/1/01
Marilyn Arias	Parent Coordinator		1/1/01
Gregory Andronica	ESL Teacher		1/1/01
Archie Longson	Parent		1/1/01
Mathew McKay/Englsih	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eric Klein	Guidance Counselor		1/1/01
Dennis Sanchez	Network Leader		1/1/01
Kathe Karlson	Other Related Services		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 03M541 **School Name: MHSHS**

Cluster: 5 **Network: CUNY**

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.

We look at the Home Language Instructional Survey, blue emergency information cards and data from ATS to determine written translation and oral interpretation needs of our parents.

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.

Our biggest needs are Spanish, Chinese and Bengali translation and interpretation. We have information on file in the main office and make sure support staff and counselors are aware of special needs so they can relay this information to teachers of students in their caseload.

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.

Mailings sent to parents are in English and Spanish. We have translated versions of military opt out letters, condon availability letters, lunch forms, parent guides, citywide standards of intervention and discipline measures and similar forms in the native language. Translations are done in house or in many cases, these forms are available via the DOE. Report cards and progress reports also can be programmed to have information in the native language.

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.

We provide translators in Spanish, Chinese and Bengali via the translation and interpretation unit for parent teacher conferences and back to school night. We also use school staff as interpreters when needing to call parents. Our phone messenger system currently provides messages in Spanish and English based on parent information on file in ATS. We plan to upgrade the system in January so that other languages will be included.

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.

.Parents whose primary language is not English are provided with a translated version of the Bill of Parent Rights and Responsibilities.
We also have signage in Spanish and indicating translation services are available.