



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MANHATTAN HUNTER SCIENCE HIGH SCHOOL

DBN (i.e. 01M001): 03M541

Principal: KEVIN FRONER

Principal Email: KFRONER@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: CASS CONRAD

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kevin Froner	*Principal or Designee	
Marie Holmes	*UFT Chapter Leader or Designee	
Mary Wong	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Alexis Nduka	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Holly Harrison	CBO Representative, if applicable	
Daonese Colon	Member/ / Parent Representative	
Soledad Hiciano	Member/ / Parent Representative	
Fran Albert	Member/ UFT Representative	
Nick Kozak	Member/ UFT Representative	
Wesam Abdelzaher	Member/ Student Representative	
Jordan Alexis	Member/ Student Representative	
Ryan Hakim	Member/ Student Representative	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 continue to expand student access to 4-year CUNY colleges by June **2015**, at least **90%** of grade 11 students will earn 75 or better on the ELA Regents, and **80%** will earn an 80 or higher on at least one Math Regents exam in addition to 65 or higher on a second Math Regents exam.

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.

In consideration of the increasing minimum requirements to not only 4-year CUNY's, but specifically Hunter College, where our students spend their senior year, we are raising both expectations and goals for NYS Regents exams so that students have greater access to college courses while still in high school and bypass remediation after they graduate.

Admissions data and persistence data (where they are now), as well as Regents results and formative task analyses, promote continued commitment to this goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

mm1a. After school ELA Regents prep for all students including differentiation by assessed need in addition to a targeted instructional focus which will result in increased academic support and coaching to attain a 75 for those students performing below target.

b. Instructional and curricular supports aligned to both the Common Core and NYS Regents Standards.

2a. After school Math Regents prep for all students including differentiation by assessed need in addition to a targeted instructional focus which will result in increased academic support and coaching to attain an 80 for those students performing below target.

2b. Instructional and curricular supports aligned to both the Common Core and NYS Regents Standards.

B. Key personnel and other resources used to implement each strategy/activity

1. English Department and Humanities ICT teacher.
2. Math Department and Math ICT teacher.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. On going assessments, including those generated by Castle Learning, will be reviewed prior to the ELA Regents exam.
2. On going assessments, including those generated by Castle Learning, will be reviewed prior to the Math Regents exams.

D. Timeline for implementation and completion including start and end dates

1. Fall 2013: Teachers will continue to use regents-like tasks in instruction to build familiarity with the construct of the examinations.

Fall 2013: 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 2013: 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.

2. Fall, 2013: 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 2013: Teachers will design and incorporate regents-like and Common Core tasks into instruction to build familiarity with the construct of the examination.

Fall 2013: 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 2013: Differentiation by assessed need and targeted instructional focus will result in increased academic support and coaching to attain an 80 on a minimum of one Math Regents exam.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1a. Funds were raised in the fall of 2013 to provide 100 hours of after-school ELA Regents prep.
- 1b. Common planning time has been set aside every other school day for the English Department to addresses necessary curricular changes.
- 2a. Funds were raised in the fall of 2013 to provide 100 hours of after-school Math Regents prep.
- 2b. Common planning time has been set aside every Tuesday for the Math Department to addresses necessary curricular changes.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 send notices to 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 and additional quality 4-year post secondary institutions by June **2015**, at least **80%** of our students will score a 510 or higher on the Math section and **70%** will score at least 480 on the Critical Reading section of the SAT. By June 2015 **80%** of our students will have received a minimum combined score of **1020** on the Math and Critical Reading sections of the SAT.

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.

The MSHSHS community is committed to the goal of increasing access for ALL students to 4-year CUNY colleges as well as quality postsecondary institutions, thus we are especially sensitive to meeting or exceeding the CUNY as well as top tier university requirements for admission.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1. Redesign our two-year college prep program with differentiated instruction built into the program so that all students achieve the targeted goal.
B. Key personnel and other resources used to implement each strategy/activity
1. Math and English Departments, ICT teachers, and those assigned to teach college prep. 1b. A-List staff.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. PSAT scores of both 10 th and 11 th grade students. Diagnostics provided 3-4 x per year. 2. Ongoing assessments.
D. Timeline for implementation and completion including start and end dates
1. Fall 2013: Professional development on the A-List SAT prep program is delivered by Scott Farber (including content of exam, skill, and strategic test preparation). Fall 2013: College Prep curriculum is redesigned. January 2014 PSAT results are analyzed. Data gathered (examination of students work) is used to modify foci/lessons in College Prep classes. January 2014 10 th grade College Prep transitions to College Literacy and 11 th grade College Prep transitions to SAT Prep. Ongoing: PD with College prep teachers and Scott Farber focus on differentiated instruction and support for students performing below Expectation.1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. SAT funds were raised in September 2013 which have and will be used to provide ongoing training and professional development

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The PTA continues to lead an initiative to raise funds for SAT prep engaging all parents in taking ownership of our built in college prep course and after school SAT programs. Parents are contacted through phone, email, and mailing regarding SAT programs, times, and dates. We outreach through monthly and specially scheduled meetings to the parent members of our school's community to attend SAT presentations at the Parent Association and the School Leadership Team Meetings, Junior and Senior College evenings, as well as special school events specifically designed to increase parent participation. We encourage students to invite their parents to special celebration and presentations that occur during the regular school day and during extra curricula events We send notices to 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 and SAT- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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.

Effectively track post-graduation college performance for the majority of our graduates.

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.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Purchase Naviance and collect data for students attending college including 2-year institutions. Data specialist, pupil personnel, college liaison, and school leadership.

B. Key personnel and other resources used to implement each strategy/activity

1. Data specialist, pupil personnel, college liaison, and school leadership.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Spring 2014 Purchase a data system and collect preliminary data.
June 2014 Formulate a longitudinal data plan for the 2014-2015 school year.

2.

D. Timeline for implementation and completion including start and end dates

1. Fall 2013 Data specialist collected preliminary data and evaluated data collection resources.
Fall 2013 Data team evaluated data collection systems and selected Naviance.
Spring 2013 Purchase Naviance.

2. June 2014 Formulate data plans for the 2014-2015 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funds raised to purchase Naviance.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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, and various special events.

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 post graduation.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Differentiated instruction based on needs of individual learner.	Small group tutoring.	During the school day and after school.
Mathematics	Differentiated instruction based on needs of individual learner.	Small group tutoring.	During the school day and after school.
Science	Differentiated instruction based on needs of individual learner.	Small group tutoring.	During the school day and after school.
Social Studies	Differentiated instruction based on needs of individual learner.	Small group tutoring.	During the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Develop strategies to guide instruction and differentiated learning through grade level meetings.	Both small group and one-to-one	During the school day and after school.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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 will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 541
School Name Manhattan Hunter Science HS		

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

Principal Kevin Froner	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(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	461	Total number of ELLs	1	ELLs as share of total student population (%)	0.22%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	0	0	0	0	0	0	1
Total	1	0	0	0	0	0	0	0	0	1

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8			1		1
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8							1		1
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		3	
Integrated Algebra	1		1	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	2		0	
Global History and Geography	1		1	
US History and Government	2		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Presently we are using Pearson ELL periodic assessments in the Fall as well as Schoolnet for 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 patterns 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns for NYSESLAT scores show that our students are consistently moving on to a higher proficiency level and all from last year tested out as proficient. We see the same on the LAB-R as students who initially tested as requiring ESL have moved out of ESL across all grades. The NYSESLAT results show where student strengths are and this data is used to differentiate and program students so their individual needs are met. The 9th grade ELL student we have took the LAB-R and NYSESLAT in Kindergarten and has been in private school since then.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Not applicable as the state did not provide NYSESLAT scores in combined modality although the basic scores are there.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - 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. There does not appear to be much difference in results between those students who have been in an ESL program and those newly admitted to the program.
 - 4b. Manhattan Hunter Science HS uses the results of the Pearson Periodic Assessments to model instruction. The ELL teacher uses these results to further tailor instruction to address student and class deficiencies. School leadership and teachers are given the data provided by the periodic assessments and are asked to adjust their instructional strategies accordingly. The assessments help us determine in which modality they need the most help with. Historically this has been reading and writing. Generally, more emphasis has been placed on reading comprehension and test taking skills. Teachers are asked in their teacher teams to create individual plans to help those students who may have data that is off par. For example, a student struggling orally will get extra focus on that aspect of their learning. The teachers and school leadership prepare targeted instruction after reviewing these assessments, such as teaching reading comprehension strategies and writing strategies.
 - 4c. Manhattan Hunter Science HS uses Pearson's Periodic Assessments, administered twice a year for interim assessments. The official NYSESLAT is administered to the ELL students in May. We are able to access the student scores on these tests and obtain an item analysis for each student online. An analysis of the results indicates ELL students continue to struggle with listening modalities. These results drive the instruction to focus on listening skills. ELL students' native language skills are used effectively in the study of idioms. Contrasts between English idioms and those of the native languages are used for comparisons. Students also create their own idioms and compare them to those in their native languages. New language concepts and rules are discussed and students compare them to those used in their own languages. This facilitates instructional efforts to identify why students may continue to make systematic errors.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
This is not applicable to our school as we are a high school and do not have grades K-5.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We use the following strategies: scaffolding, vocabulary support, writing frames, native language support, visuals and act outs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Not applicable as we do not have a dual language program.

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

We look at their success rates in other classes, Regents results and NYSESLAT results. The expectation is that each ELL will increase in at least one proficiency level during the school year. If this goal is not met, we look at the raw score data and plan accordingly for that individual student by looking at the areas in which they were most challenged. At this point, all five of our ELLs from last year have tested out as proficient. We also look at college readiness and all of our ELLs from last year at least an 80 in a math Regents and a 75 in the English Regents. We have reached 100% of our goals for the ELLs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
ELL students participate in a free standing ESL program, although we have a push in model this year as we only have one ESL student. The Manhattan Hunter Science ELL student is a native speaker of Polish. The parents complete the Parent/Guardian Home Language Identification Survey during the spring New Student Orientation under the guidance of our ELL teacher 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 our licensed ESL teacher who determines if they are eligible to take the Language Assessment Battery (LAB-R which will become the NYSITELL). If the student or parent 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 as we keep the form on file. We then place students in our freestanding ESL program. Spanish speaking ELLs are administered the Spanish LAB.
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.
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 options. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. Later we would use the RLER ATS report to determine students who are eligible for the NYSESLAT.

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.

4. Currently, Manhattan Hunter Science HS offers a freestanding ESL program but since we only have a ELL we are doing a push in model. 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 as we have their form on file 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 and three who are fluent in Chinese. 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 placement letters are mailed home to each family. We maintain the records by keeping a copy of the placement letter on file in the ELL binder with the ESL teacher. Entitlement letters and continued entitlement letters are mailed home as well, with copies also kept on file 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All 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 in 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 or ELA teacher within the timeframe allotted. The ESL teacher administers the listening and reading components of the exam while the writing and speaking is conducted by an ELA or a different ESL teacher. 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. Those students are either tested after school or during a non-major class when the ESL teacher is not teaching. Once those 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.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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. This was the case for the two we had last year and the one we currently have whose parent agreed to the push in. 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 reviewed for trends in program requests. Over the years the pattern has been a freestanding ESL program as evidenced by the requests for freestanding ESL. 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. All current ESL instruction is delivered using the push in method.
 - 1b. The student spends the 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 glossaries and translators. The ESL students would be grouped heterogeneously.
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)?
 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 push-in 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. We don't offer NLA but we do offer translated copies of material.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Although we don't have a separate ESL class this year, 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, pacing, argumentative writing and counterpoint writing among other things which align with Common Core learning Standards. 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 discussions 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. We do not offer TBE or Dual Language.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use the Pearson Periodic Assessments and formative reading, writing and speaking assessments in class. For the speaking modality students are also informally assessed in class on a daily basis. We use Pearson for Listening, Reading and Writing.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently we don't have a SIFE student, but if we did they would be fully integrated into the supportive school environment. While we do not have youngsters that are new to the United States, if we had they would work 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 and Global Regents examinations. For our ELLs receiving service 4-6 years the focus would be on reading strategies, such as, text marking, summarizing, skimming and scanning, making text to text and text to self connections. In addition, there would be more emphasis on vocabulary development. For ELLs with 6+ years, various interventions would be used in the areas of reading and writing. In reading they would work on summarizing techniques, reading comprehensions strategies and vocabulary development. In writing they would focus on paragraphing, use of transition words and staying on topic. They also would work on tasks to ensure that they are successful in their Regents exams. Students who are former ELLs would continue to be eligible for special testing accommodations for two years after achieving proficiency.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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. There is a focus on academic vocabulary and writing development. 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. Furthermore, 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.

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

At this time we don't have anyone in this category but if we did the student would be mainstreamed and receive extra services through Resource Room/SETSS. If we had ICT students requiring ELL services they would be placed in an ESL class as well. Our ELL teacher attends IEP meetings and discusses language goals at these meetings.

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:			

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

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

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

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

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

All of our ELLs from last year scored proficient on the NYSESLAT and passed required Regents examinations including the English Regents. Our ESL teacher sends an email to all teachers informing them of who our ELLs are and our former ELLs that are still entitled to services.

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

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

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

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

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

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 campuswide soccer, basketball, volleyball, wrestling, and track and field teams where they can compete against students from other high schools as long as they maintain academic eligibility. Our individual school also has the school newspaper, the arts club, the drama society, the volunteer club and the chorus, to name a few. These meet during school and after school providing a variety of opportunities for students based on their interests. They also get to go on trips with most of the clubs, either during school or outside of school. 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 participate. Students can also join student government, and when academically 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 beneficial 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. We also offer SAT prep, ACT prep and computer lab use to all juniors and seniors.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided to our students through the use of peer translators in the classes as well as access to digital translators and glossaries. Additionally, students can refer to textbooks in the native language. The native language is used to assist vocabulary development. We have paperback dictionaries and bilingual glossaries as well.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support, and resources correspond to ELLs ages and grade levels. The native language textbooks are written for the content areas offered in various grades. The language used is grade appropriate and the visuals in the text help support the academic instruction.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All students, including incoming freshmen, are given information about free summer ELL programs to better prepare them for the upcoming school year. When students register they meet with counselors and the parent coordinator who coordinates additional support services as needed. The counselors then follow up with the programs to make sure that students are on track.

18. What language electives are offered to ELLs?

Spanish is the language elective offered to Manhattan Hunter Science High School students. ELLs are able to take foreign language classes at Hunter College through the College Now program or as part of the course of study during their senior year. Also, when our ELLs pass out of ESL in their sophomore or junior years, they take Spanish.

19. For schools with dual language programs:

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

At this time we do not have a dual language program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 & 2. 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. He has attended CFN ELL professional development workshops as well as common core learning standards professional development. He is also attending training for the NYSITELL. 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 2012-13 school year have focused on topics such as, task rotation, building academic vocabulary, scaffolding, assessment and co-teaching.

3. 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. We also have advisory classes where staff are trained to work with students to develop study skills and habits that will help them succeed in high school and college readiness skills for the future. Staff are notified as to which students are ELLs, how many years of service as ELLs and what their NYSESLAT levels are.

4. 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 approaches that will benefit our ESL population. The sum total of time for these sessions exceeds 7.5 hours for the entire school year. For school year 2012-13 over 8 hours was allotted and we expect it to be the same for the current school year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. 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 either from the DOE Office of Translations Services or using bilingual staff. 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 in multiple languages to determine the interests of the parents. These surveys, which are in several languages, help us evaluate the needs of the parents by our being able to gather information about what workshops would be interesting and helpful to our families. Through this 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Manhattan Hunter Science HS

School DBN: 03M541

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevin Froner	Principal		12/17/13
Joseph Sciarrone	Assistant Principal		12/17/13
Marilyn Arias	Parent Coordinator		12/17/13
Gregory Andronica	ESL Teacher		12/17/13
Archie Longson	Parent		
Matthew McKay/English	Teacher/Subject Area		12/17/13
	Teacher/Subject Area		
	Coach		
	Coach		
Eric Klein	Guidance Counselor		12/17/13
	Network Leader		
Kathe Karlson	Other <u>Related Serv. Prov.</u>		12/17/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M541** School Name: **Manhattan Hunter Science HS**

Cluster: **5** Network: **521**

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, condom 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 or through the translation unit. Report cards and progress reports can also 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 contact parents. Our phone messenger system currently provides messages in Spanish and English based on parent information on file in ATS. We are researching into whether the system can be upgraded so that other languages can 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 signage in Chinese and Bengali indicating translation services are available and welcoming parents especially during parent teacher conferences and back to school night.