

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M541

School Name:

MANHATTAN / HUNTER SCIENCE HIGH SCHOOL

Principal:

KEVIN FRONER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

Manhattan Hunter Science High School 03M541
School Name: _____ School Number (DBN): _____
9th to 12th Grade
Grades Served: _____
122 Amsterdam Avenue, New York, NY 10023
School Address: _____
212-501-1235 212-501-1171
Phone Number: _____ Fax: _____
Kevin Froner Kfroner@schools.nyc.gov
School Contact Person: _____ Email Address: _____
Kevin Froner
Principal: _____
Nick Kozak
UFT Chapter Leader: _____
Yovanne Cherry
Parents' Association President: _____
Daonese Colon
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Isatou Bah and Christopher Neal
Student Representative(s): _____

District Information

03 Fred Walsh
District: _____ Superintendent: _____
333 7th Avenue, New York, NY
Superintendent's Office Address: _____
fwalsh@schools.nyc.gov
Superintendent's Email Address: _____
212-356-3939 212-356-7514
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
333 7th Avenue, New York, NY 10001
Director's Office Address: _____

ychu@schools.nyc.gov

Director's Email Address:

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevin Froner	*Principal or Designee	
Nick Kozak	*UFT Chapter Leader or Designee	
Yovanne Cherry	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Isatou Bah	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Christopher Neal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joel Jimenez	CBO Representative, if applicable	
Daonese Colon	Member/Parent	
Mary Miller	Member/Parent	
Victoria Felix	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eric Klein	Member/UFT	
Heather Rippeteau	Member/ UFT	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Motto

College readiness in three years, success in four.

Mission

Manhattan Hunter Science is an early college high school with a science focus designed to give students the tools they need to achieve college readiness.

We are a small school community dedicated to guiding every student through our rigorous academic programs, while preparing every student for a successful transition to college.

Hunter College is an integral part of Manhattan Hunter Science High School, from collaborating with faculty and enrolling students in college-level courses on its own Upper East Side campus, to providing a full time 12th grade college experience where students develop important early college skills, including academic research and writing, effective study habits, and time management.

Our dedicated faculty assists our students in overcoming challenges through a strong school community that supports their emotional as well as academic needs. We aspire to set high reaching goals that stretch our talents and expand our horizons.

Core Values

I. We never give up on a student.

II. We prepare all students for college readiness and success.

III. We appreciate, respect and embrace our school's cultural diversity.

IV. We support and encourage rich and meaningful after-school experiences.

V. Our school is a community where every staff member, student, and family has a voice.

As an early college high school we not only prepare our students for postsecondary success but do so in three years. In their fourth year, our seniors travel to Hunter College where they enroll in both high school and college courses. Students develop the college readiness skills to succeed on a college campus, including time management, collaboration, self-advocacy, and effective study skills.

We believe that MHSHS is a model high school as we not only graduate nearly 100% of our students but do so with close to a full semester of college credits. This results in nearly 90% of graduates accepted to four year colleges and universities.

Our greatest challenge is to ensure that all students, regardless of circumstance, graduate college and career ready. When we say “all” at MHSHS, we mean it.

Key focus areas 2015-2016:

- College readiness
- SAT scores
- ICT Program
- Community building / parent engagement
- AP World History
- Rigorous and engaging instruction
- Expand college course offerings

03M541 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	449	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	13	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	2	# Drama	5
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.9%	% Attendance Rate			97.0%
% Free Lunch	55.7%	% Reduced Lunch			10.9%
% Limited English Proficient	0.2%	% Students with Disabilities			6.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			18.9%
% Hispanic or Latino	40.9%	% Asian or Native Hawaiian/Pacific Islander			22.4%
% White	12.8%	% Multi-Racial			0.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			4.75
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	94.4%	Mathematics Performance at levels 3 & 4			96.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	96.8%	% of 2nd year students who earned 10+ credits			92.4%
% of 3rd year students who earned 10+ credits	93.6%	4 Year Graduation Rate			98.3%
6 Year Graduation Rate	100.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Instruction at MHSHS is customized to our early college standards and prepares students for a rigorous 12th grade program at Hunter College.

Strengths:

- Blend of Common Core and Early College Standards
- Courses aligned with college material
- College readiness in three years / fourth year spent on the Hunter College campus
- Instruction that is student centered

Priority Needs:

Expand rigorous high school classes as well as college courses in grades 9-11.

No college professors currently teaching on the high school campus (grades 9-11).

No foreign language college courses offered to the 12th grade cohort.

Part 2 – Annual Goal

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

90+% of students (10th /11th graders) successfully pass Hunter College's Spanish 202 course by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Collaborate with Hunter’s Foreign Language Chair to select appropriate faculty and curricula for the 15-16 school year.</p>	<p>Hunter faculty</p>	<p>June-September 2015.</p>	<p>College Liaison, Principal</p>
<p>Present course options to students and families.</p>	<p>Students and families</p>	<p>May-June 2015</p>	<p>Assistant Principal</p>
<p>Align high school curriculum with SPAN 202, and collaborate with college faculty to build in supports for students enrolled in college language courses.</p>	<p>Spanish 1,2, & 3 students</p>	<p>Summer 2015-January 2016</p>	<p>Spanish Department, College foreign language professors.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Early College Initiative (ECI – CUNY) Budget</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Fall and spring college midterms exams as well as fall and spring progress reports.</p>

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the 2014-2015 school year an academic intervention team was created to support students who struggle academically. While successful in both spirit and effort, we plan to expand the supports offered to struggling students.

Strengths:

- Teachers volunteered to mentor struggling students
- Academic Intervention Team fostered collaboration between teachers and pupil personnel

Priority Needs:

- Students did not demonstrate the academic turnaround originally expected and need a wider variety of social-emotional supports.
- Approximately 13% of students in the bottom 1/3 did not earn 10+ credits.

Part 2 – Annual Goal

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

90+% of students in the bottom 1/3 earn 10+ credits.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>New Social Worker, guidance counselor, and parent coordinator design a uniform ninth grade advisory curriculum.</p>	<p>9th graders</p>	<p>August- November 2015</p>	<p>Pupil Personnel</p>
<p>Pupil Personnel team pushes in to 10th grade College Literacy and 11th grade SAT prep.</p>	<p>10th , 11th graders</p>	<p>Sep.-June 2016</p>	<p>Pupil Personnel</p>
<p>New Social Worker has a dedicated case load of academically at risk students. Action plans are crafted to support each student.</p>	<p>At risk students</p>	<p>All year</p>	<p>Social Worker</p>
<p>Expand Lunch and Learn and after school spotlight on success program to support students with grades of 68% or below.</p>	<p>At risks students.</p>	<p>November - June 2016.</p>	<p>All faculty</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Pupil Personnel meetings. Scheduling adjustments to accommodate counseling services and advisory modules. Faculty SBO to support lunch and after school tutoring in place of circular six assignments. Per session for faculty managing homework centers.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress reports will be reviewed in the middle of each quarter. 90+% of our bottom 1/3 students earn 5+ credits in January and 5+ credits in June 2016.</p>

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

MHSHS is entering its fourth year of receiving ICT cohorts. As we begin the 2015-2016 school year we expect to have a full ICT team with one special education teacher assigned to every core subject.

Strengths:

- ICT teachers are specialists in their respective subjects (English, Math, Social Studies, and Science).
- ICT teachers only assigned to co-teacher their content area.
- Common planning time built into Lunch and Learn program.

Priority needs:

- Build in common planning time beyond the Lunch and Learn program.
- Include co-teaching training as part of professional development.
- Hire outside support such as Teachers College Inclusive classroom project to lead additional professional learning.

Part 2 – Annual Goal

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

By June 2016 90%+ of our ICT students pass all four co-taught core classes (English, Social Studies, Science, and Math).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Hire an ICT Math teacher and move the current Math/Science teacher to work exclusively with Science.</p>	<p>ICT Teachers</p>	<p>June - September 2015</p>	<p>Administration</p>
<p>Build common planning time into every teacher's schedule.</p>	<p>Co-teachers</p>	<p>June</p>	<p>AP</p>
<p>Collaborate with Teachers College Inclusive Classroom Project to incorporate a full year of inclusivity training into our professional development cycle.</p>	<p>All faculty.</p>	<p>Sep. 15- June 16</p>	<p>Administration</p>
<p>Design and implement an after-school HW center to support ICT students.</p>	<p>ICT Students</p>	<p>October 15- June 16</p>	<p>Administration, co-teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>SOS (Spotlight on Success) after-school ICT program (extended time), scheduling adjustments to include common planning time. Per session will be allocated for homework center teachers and professional developments funds will be allocated to Teachers College Inclusive Classroom Project.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>X Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 1st 90+% of ICT students will pass all four core co-taught classes. Four mid-quarter progress reports will be reviewed to ensure that students are successfully on track.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- Principal taught an ICT 9th grade AP World History class.
- Principal (first launched the initiative) and Assistant Principal joined the Academic Intervention team to mentor struggling students.
- SAT initiative has led to highest scores in our school’s history (top 5% in New York City).
- 2015 SAT scores projected to be the highest in the city amongst schools who serve a population which is majority free or reduced lunch.
- Intensive diversity training offered to increase social-emotional understanding.
- On going professional development on the Danielson Framework led to 100% of the teachers receiving ratings of effective - highly effective.
- Pilot of Atlas Curriculum mapping to better align high school and college courses.

Priority needs:

- Curricular alignment grades 9-12 which incorporates 12th grade program on the Hunter College campus.

Part 2 – Annual Goal

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

All departments complete a curriculum map and skills matrix by June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers post one to two unit plans in Rubicon Atlas Curriculum Mapping.	All teachers	Sept.-November.	All teachers
Teachers design a PD plan to complete their respective department's curricular map and skills matrix.	All teachers	November PD	All teachers, and administration
Departments meet for 10 PD sessions.	All teachers	15-16 school year	All teachers
February full day PD on UBD and UDL with Teachers College.	All faculty.	February 16	All faculty
Departments present their final curriculum maps.	All teachers.	May 2016	Administration and teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
The PD schedule will reflect department planning time as well as full day curricular PDs. Funds will be allocated to Teachers College.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy C4E	Title I SWP 21 st Century Grant	Title I TA SIG/SIF	X	Title II, Part A PTA Funded		Title III, Part A In Kind	X	Title III, Immigrant Other	

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Each department will meet with administration during January regents week to review curriculum mapping. Final presentations will occur in May.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- Community events: holiday parties, cultural banquets, Hunter games.
- Principal’s coffee talk to welcome all families for morning meetings with administration.
- Private-public partnerships: Proskauer and Amazon.

Priority needs:

Many parents are unaware of how to fully utilize Jupiter Gradebook.

Part 2 – Annual Goal

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

Be February 1st, 100% of parents are able to access and utilize Jupiter Gradebook or select an alternative preferred method of communication.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Schedule workshops for parents throughout the school year on how to navigate and use Jupiter Gradebook, as well as, the internet.</p>	<p>Families</p>	<p>September – March</p>	<p>Parent Coordinator</p>
<p>Survey parents via e-mail, mail, school events and through our students regarding what would be the best way to communicate with parents in regards to their students’ progress.</p>	<p>Families</p>	<p>September – December</p>	<p>Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Parent Coordinator, Community Assistant, PA, and administration. Parent Coordinators schedule will include outreach to families.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>	<p>21st Century Grant</p>	<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>	<p>Other</p>	

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Back to School night and Parent-teacher conferences: trainings and survey parents.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	IEP, 8 th grade ELA score, Regents grade and report card	Differentiated instruction based upon needs of individual learner	Small group tutoring	During school day and after school
Mathematics	IEP, 8 th grade Math score, Regents grade and report card	Differentiated instruction based upon needs of individual learner	Small group tutoring	During school day and after school
Science	IEP, 8 th grade Science score, Regents grade and report card	Differentiated instruction based upon needs of individual learner	Small group tutoring	During school day and after school
Social Studies	IEP, Regents grade and report card	Differentiated instruction based upon needs of individual learner	Small group tutoring	During school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP, progress reports, counselor assessments and conferences related to parent or teacher concerns	Develop strategies to guide instruction and differentiated learning through grade level meetings	Small group tutoring	During school day and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) 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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Kevin Froner	Assistant Principal Joseph Sciarrone
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Gregory Andronica	School Counselor Eric Klein
Teacher/Subject Area Alexis Cordova/English	Parent Yvonne Chery
Teacher/Subject Area type here	Parent Coordinator Marilyn Arias
Related-Service Provider Hazel Branche	Borough Field Support Center Staff Member Maria Broughton
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	448	Total number of ELLs	3	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	1	0	1	2	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										3				0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)										2				0
Commanding (Proficient)										1				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1				0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Presently we are using STAR reading for English classes. The data shows that our ELL students are more greatly challenged when communicating in written form. The data shows that our ELLs seem to be equally adept at speaking, listening, reading and writing. 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 previous years tested out as proficient/commanding. Historically, we see the same on the LAB-R/NYSITELL 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. We have two current ninth graders who seem weaker in writing.
- 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 all our ELL's are ninth graders and we have no data from RMNR report.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - All of our students take tests in English. Examining patterns of student results over the last few years show us that grade level has little impact on test scores. Our current ELL's are ninth graders so they have not taken Regents yet.
 - 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 reading and writing modalities. These results drive the instruction to focus on reading and writing skills. The ESL teacher meets with content area teachers to help provide native language content and test translation.

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

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 student's new 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:

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

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).

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 of our ELLs from prior years have tested out as proficient. We also look at college readiness and all of our ELLs from the prior year had 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.

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

ELL students participate in a free standing ESL program, although we had a push in model that past two years as we only had one ESL student. 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 which is now 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 NYSITELL during the first ten days of arrival. The results of the NYSITELL determine the current level of ESL. Our ESL teacher, Gregory Andronica, is responsible for administering the NYSITELL and he then consults with the programmer so students are programmed for services accordingly. Depending on the student's NYSITELL 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. After the program orientation 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
We would review information on ATS and during the HLIS process ask the parent to indicate prior schooling. This would be followed up with the oral interview questionnaire. The SIFE questionnaire is given during the interview.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
If the student has an IEP, the Language Proficiency Team (English Teacher, ESL teacher, Humanities, Special Education teacher) reviews evidence of student's English language development and makes recommendation of whether student should take NYSITELL. Principal would review and make a final determination.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Using the NYCDOE standard parent notification letters in the parents' preferred language the ESL teacher would have the main office stamp and mail out letters within five days after the NYSITELL has been scored advising the parent of results.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
When entitlement letters are sent parents and students 18 or older are notified in their preferred language that they have a right to a re-identification process within 45 days of initial enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
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 and in student's permanent file. 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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Answered above.
9. Describe how your school ensures that placement parent notification letters are distributed.
Answered in 7.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of the entitlemen/non-entitlement letters, HLIS and other pertinent forms are kept on file in the ELL binder with the ESL teacher.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters and transitional support parent notification letters in the parents' preferred language are sent out immediately after NYSESLAT results are in.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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. 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 program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.
All current ESL instruction is delivered using the push in method. 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.
 - TBE program. *If applicable.*
Not applicable
 - DL program. *If applicable.*
Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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 NYSITELL 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 emerging 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 transitioning or 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 core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 home languages throughout the year?

Students can respond on tests in their native language and we have staff that can translate. Students who take the NYSITELL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Currently we don't have a SIFE student, but if we did they would be fully integrated into the supportive school environment. Our newcomers do 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 developing ELLs 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 long term ELLs, 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 as well as receiving push in ESL support.

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

- Principal, in consultation with a qualified staff member, the student and parent/guardian, will review the decision to ensure student's academic progress has not been adversely affected. If they believe the student has been adversely affected, additional support services will be provided as per CR Part 154-2.3(j). The decision may also be reversed at this time if deemed appropriate.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- The student is mainstreamed and receives 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.

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

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

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

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



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

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

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

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

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

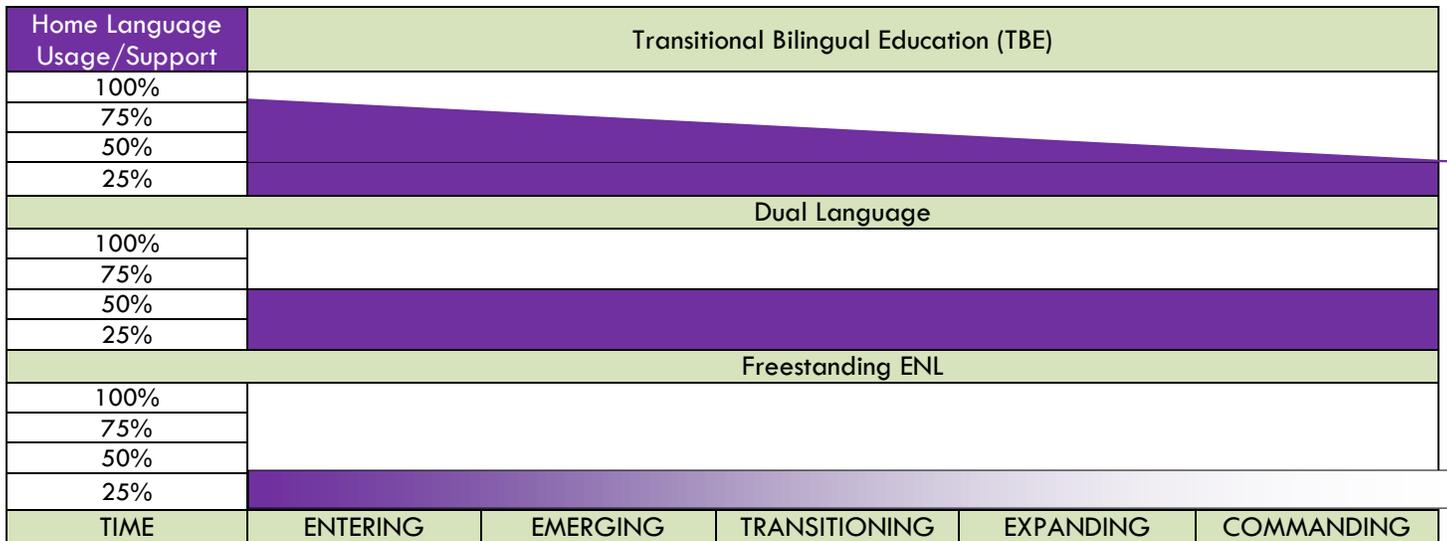


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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 plan to order native language content area textbooks for our ELL students. The books will be stored in the ELL library and students will be able to use them as needed. We are going to order 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 Tuesdays and Thursdays from 2:20-3:00) for math, science and social studies extra help. The ESL teacher provides content support in ESL class and works with content teachers during extended day.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We did not have any ELLs last year as they all 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.
12. What new programs or improvements will be considered for the upcoming school year?
We have been working on creating a bilingual library with supplementary materials in student's native language.
13. What programs/services for ELLs will be discontinued and why?
There are no programs/services for ELLs that will be discontinued this year.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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. 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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.

17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. 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.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program at this time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 network 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. Some of the professional development sessions that our ELL teacher attended in past years have focuses on topics such as, task rotation, building academic vocabulary, scaffolding, assessment and co-teaching.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
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 15% of the total hours for all teachers for the entire school year. Our ESL teacher is a shared teacher and he attends outside workshops as well as professional developments sessions for both schools. Agendas and materials from professional development activities are kept on file.

C. Parental Involvement

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

Our ESL teacher would coordinate a meeting with the parent and include content area teachers. Translators would be obtained through DOE translation services if needed.

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

Paste response here:

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

2. Attendance records would be kept by the ESL teacher. Meetings would be conducted with a qualified interpreter/translator in the language the parent understands. Parents would be contacted by phone and mail using translation services.

3. 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 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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.

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

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.

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

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.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M541**

School Name: **Manhattan Hunter Science HS**

Superintendent: **Frederick Walsh**

Before you begin, please check the following:

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

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

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

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

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

Based on all sources - HLIS, ATS and emergency contact cards, we are able to send out information to parents in their preferred language as well as when making phone contact. Translation services are used when needed.

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

For current students it would be Chinese.

Part B: Creating a Communications Calendar

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

Report cards and progress reports which are distributed four times per year as well as announcements of upcoming events, such as, parent/teacher conferences and parent association meetings, are sent out with translated versions.

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

For back to school night on September 17th and the DOE mandated teacher conferences in November and March and any individual meetings, such as with guidance counselor/social worker, we would contact parents using translation services when necessary. Also for the newly required ESL parent/teacher conferences.

Part C: Providing Language Assistance Services

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

We use a combination of Translation & Interpretation Unit as well as school staff. We have translators on hand for events such as parent/teacher conferences. Office staff handles contacting required services on a timely basis.

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

We use interpreters obtained through the DOE translation services funded through specified funds in Galaxy and we have also used over the phone interpreters when necessary if no staff member was able to speak the necessary language.

Part D: Training Staff on Policies and Procedures

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

The staff is aware of translation services available via information given out at staff meetings. This year our ESL teacher will give a PD to our staff explaining how to use translation and interpretation services on November 9th. Our office staff also has brochures/literature specifying available services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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.

Part F: Monitoring and Quality Control

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

Usually our parent coordinator will obtain information from parents via surveys. This is usually during new student orientation or back to school night.