2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 04M435
School Name: MANHATTAN CENTER FOR SCIENCE AND MATHEMATICS
Principal: JOSE DAVID JIMENEZ
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>Manhattan Center for Science and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN)</td>
<td>04M435</td>
</tr>
<tr>
<td>BEDS Code</td>
<td>310400011435</td>
</tr>
<tr>
<td>Grades Served</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address</td>
<td>280 Pleasant Avenue, New York, NY 10029</td>
</tr>
<tr>
<td>Phone Number</td>
<td>212-876-4639</td>
</tr>
<tr>
<td>Fax</td>
<td>212-348-1167</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Michael Salek</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:Msalek@schools.nyc.gov">Msalek@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Jose David Jimenez</td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>David Musialik</td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>LanellRussel</td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Michael Salek</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Carmen Morales</td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>Jahnay Bryan</td>
</tr>
<tr>
<td>CBO Representative</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District</th>
<th>04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Donald Conyers</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td>335 Adams Street, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:Dconyer@schools.nyc.gov">Dconyer@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-923-5124</td>
</tr>
<tr>
<td>Fax</td>
<td>718-923-5154</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)
**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. David Jimenez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Dylan Tramm</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>LanellRussel</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Tammy Wynn</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Carmen Morales</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Jahnay Bryan</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Raquell Carpenter</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Michael Salek</td>
<td>Member/Administration Chairperson</td>
<td></td>
</tr>
<tr>
<td>Elizabeth L aleman</td>
<td>Member/Teacher Secretary</td>
<td></td>
</tr>
<tr>
<td>UmitKenis</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Eduardo Hernandez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Rita Cortez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Mayra Lindeman</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
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**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>Our school community is founded upon the pillars of academic achievement, community, service, and individual growth through empowerment. Our school mission is to provide students with a rigorous and intensive curriculum in science and mathematics. This background, coupled with a broad base of liberal arts, will enable our students to attain access for admission to selective 4 year post secondary institutions.</td>
</tr>
</tbody>
</table>

2018-19 CEP 9
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Manhattan Center for Science and Mathematics (MCSM) serves 1607 students, of which 49.84% are male and 50.16% are female. Ethnically, MCSM students are represented as follows: Hispanic 53.95%, Black/African America 19.29%, Asian 19.92%, White 4.98%, and Other 2.06%, and Not Reported 1.80%. Our English Language Learner (ENL) student body comprises 6.66%; while Students with Disabilities (SWD) constitute 11.76% of the school populace. Within the school 85.37% of students are eligible for free or reduced lunch (Title 1). Manhattan Center for Science and Mathematics celebrates a four-year graduation rate sustaining 90% or greater for the past seven years. The current graduation rate is 96.0%, with a ten-year average college acceptance rate of 98%.

Manhattan Center for Science and Mathematics for the second year has been designated as a NYS Rewards School for our success in closing all subgroup achievement gaps. The student populations upon which we have historically focused are the SWD and ENL students because these students face the greatest challenges in achievement as measured through credit accrual and passing required exams, which has its greatest impact as evidenced in the graduation rate and college acceptance rate.

Rigorous instruction is evidenced by the academic achievement of our students as noted in the school mission, graduation rates, and college acceptance rates. Moreover, our students are accepted by the nation’s competitive universities. The number of students accruing more than ten credits per year is consistently greater than ninety percent. More than fifty percent of MCSM student are enrolled in Advanced Placement courses. This academic year our CEP goal to raise our average SAT score was successfully achieved. All grade 11 students were given a 20 week SAT prep course designed by MCSM teachers. The April city-wide administration of the SAT exam results brought the average SAT score up to 1195. Our continuing special initiative in grade 9 English provides every student with a year-long writing intensive course in which class sizes do not exceed twenty students. Every student in MCSM participates in a school wide Independent Reading program in which all students and staff read silently for fifty minutes per week. The Advanced Science Research (ASR) program, in coordination with SUNY Albany, provides students with authentic scientific research over a three year program, in which students work with college professors as mentors conducting their own research.

Strong Family and Community ties are well documented in providing our students with external supports from CBOs and affiliated organizations. Our Parents Association provides many supports for families in the areas of College and Career Readiness. School faculty annually collaborates with the Parents Association providing workshops in academic achievement, the college application process, and financial aid application processes. School-Family communications have played a vital role in building trust among parents, students, and teachers contributing to the continuous improvement in school-wide student achievement. Teachers and counselors maintain a thorough communications digital documentation system, as parents communicate with teachers through this system. Students view this communication through the data system used for grades.

MCSM provides a strong supportive environment for students and their families though our student service initiatives, which are categorized into Special Academic Programs, Partnerships, In-School Services, Clubs, and Enrichment affiliations. Special Academic programs include those programs which may offer credit through in school programs such as ASR, or through partnering CBOs such as Columbia University Double Discovery, Upward Bound with John Jay College and St. Johns College, or College Now courses taken at CUNY – Hunter, Lehman, or City College. We maintain partnerships with CBOs servicing our students. The following organizations recruit from our student body annually: Icahn School of Medicine CEYE, Columbia DDC, SEO Scholars, NBC Scholars, Children’s Aid Society Hope Leadership, and Teen Harbor. These programs provide SAT tutoring, academic programs, as well as college guidance. In School Services also include SAPIS, RAPP, and the Mount Sinai Medical Center which provide additional supports in the social-emotional and medical needs of students. MCSM boasts greater than thirty clubs for students which are provided by faculty on a voluntary basis. External affiliations are provided to students through their guidance counselors. MCSM provides over forty programs to which students may apply for summer or weekend enrichment. For two consecutive years, through administrative and teacher collaboration, an advisory program was designed and implemented for every student. Each staff member was assigned 20 students, with whom they met a
minimum of four times during the year mandated. Teachers and administrators collaborated to design a graduation and college readiness checklist for teachers to review with each student in their group.

Teacher Collaboration is evidenced by their voluntary participation in a multitude clubs and organizations. Moreover, teachers participate in open cabinet meetings determining school procedures and policy. Teacher led initiatives have developed the school’s professional development systems and program through the PD committee. Every Monday is dedicated to professional development, in which teachers share effective practices through teacher designed workshops. Teachers maintain reflections logs which are submitted to department supervisors. The Bilingual Teacher team meets monthly to address student needs, instruction, support services, and parent engagement. Teachers and administrators also collaborate at the departmental level analyzing student achievement and academic data to inform instruction in curricular design, unit planning, and lesson planning. Students regularly view their grades, which has also contributed to improved performance. Teacher ownership of school policy and initiatives is evidenced by the creation of the many programs detailed herein through the regular process of open cabinet meetings to which all faculty are invited, and encouraged to participate in the development and implementation of school policies and practices.

3. Describe any special student populations and what their specific needs are.

Our English Language Learner (ENL) student body comprises 6.66%; while Students With Disabilities (SWD) constitute 11.76% of the school populace. Within the school 85.37% of students are eligible for free-reduced lunch (Title 1). ENL and SWD students are provided with additional academic supports through tutoring and mock exams. Specific need for both populations include exam preparation and tutoring.

4. Identify 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.

During the 2016-2017 academic year Manhattan Center for Science and Mathematics made significant gains in the following domains:

**Rigorous Instruction.** Our 2017-2018 CEP goal for rigorous instruction was to raise the school average SAT scores by 50 points to 1185. The school average score the the city-wide April SAT administration was 1195. In the domain for Supportive Environment for all grade 11 students taking the SAT prep course 97% passed the course, exceeding the goal by 4%. Course participation is evidenced by the high attendance rate and student grades. Collaborative Teachers showed improvements whereby the twenty-week SAT prep course curriculum was designed by the teachers using student data to drive instruction. Effective School Leadership has had significant gains this year in the School Quality Review. This year in our quality review MCSM earned a perfect score of Well Developed in every domain. Our CEP goal for this domain was achieved in which 100% of our teachers received professional development which improved family engagement through consistent grade input into grade-book systems, while increasing family outreach and communication. Within the Strong Family Ties domain, the goal was for 100% of all teachers to document phone conferences for students who showed more than a five or more point drop in their overall class average. The success of this data is supported by term one grades in which all departmental course passing rates were higher than 92%.

During our SLT meetings this year we spent much time reviewing the efficacy of our previous initiatives which tended to be comprehensively focused by integrating the six elements for framework of great schools. Each department presented its statistics, practices, areas of celebration and goals. Our team has determined that this year we will focus on each element of the framework discretely to better meet our students expanding needs. Generally, the areas we seeking to improve are within the instructional domain. An increased registration for robotics classes this year verifies a growing student interest in hands-on pre-engineering courses. When reviewing our regents results for Mathematics the school leadership team has determined that an area of focus will be improving the Geometry Regents results. While grade 9 student performance has improved through our initiatives of Freshman Orientation and the grade 9 writing course, when reviewing the failure reports from term one and projected summer school registers the school
leadership team has identified that there are proportionately more students with disabilities that require credit recovery. We seek to improve overall grade 9 performance with a focus on students with disabilities in this domain. The leadership team reviewed and analyzed the school survey, and have determined that we seek to increase parent volunteering within the school.
School Demographics and Accountability Snapshot for 04M435

School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 1625
- SIG Recipient (Y/N): No

English Language Learner Programs (2018-19)
- Transitional Bilingual: YES
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 16
- # SETSS (ELA): 32
- # Special Classes (Math): 16
- # SETSS (Math): 14
- Types and Number of Special Classes (2018-19)

# Visual Arts: 11
# Music: 1
# Drama: 4
# Foreign Language: 44
# CTE: N/A

School Composition (2017-18)
- % Title I Population: 15.0%
- % Attendance Rate: 92.0%

% Free Lunch: 78.4%
% Reduced Lunch: 8.4%
% Limited English Proficient: 6.8%
% Students with Disabilities: 12.1%

Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.9%
- % Black or African American: 18.4%
- % Hispanic or Latino: 54.4%
- % Asian or Native Hawaiian/Pacific Islander: 19.2%
- % White: 4.9%
- % Multi-Racial: 3.1%

Years Principal Assigned to School (2018-19): 11.26
# of Assistant Principals (2016-17): 10
% of Teachers with No Valid Teaching Certificate: 3%
% Teaching Out of Certification: 21%
% Teaching with Fewer Than 3 Years of Experience: 12%
Average Teacher Absences (2014-15): 4

Student Performance for Elementary and Middle Schools (2017-18)
- 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
- Mathematics Performance at levels 3 & 4 (8th Grade): N/A

Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: 99%
- Mathematics Performance at levels 3 & 4: 99%
- Global History Performance at levels 3 & 4: 95%
- US History Performance at Levels 3 & 4: 95%
- 4 Year Graduation Rate: 94.8%
- 6 Year Graduation Rate (2011 Cohort): 98.3%
- Regents Diploma w/ Advanced Designation: 59.3%
- % ELA/Math Aspirational Performance Measures (2015-16): 55%

Overall NYSED Accountability Status (2018-19)
- 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
- ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- 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
- ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- 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
- ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in Science (2016-17)
- 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
- ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: YES
- Hispanic or Latino: N/A
- 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
- ALL STUDENTS: YES

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: YES
- Hispanic or Latino: N/A
- 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
- ALL STUDENTS: YES

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: YES
- Hispanic or Latino: N/A
- 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
- ALL STUDENTS: 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

There has been a growing demand from students for hands-on learning, pre-engineering based programs. The register for the Robotics class in 2016-17 was limited to one section comprised of eleven students. This year due to demand the school created five sections of robotics which sustained a total register of 144 students. This growing demand led the team survey for interest in an aerospace pre-engineering program with an introduction to flight course. Survey results indicated that there are at least 75 students with interest in this subject area.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 100 students will be actively engaged in ambitious intellectual activity and developing critical thinking skills through the successful implementation of an aerospace pre-engineering course for introduction to flight as measured by a passing rate of 93% or greater.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 11 and 12 students</td>
<td>September 2018 and February 2019</td>
<td>Administrators, Guidance Counselors, and Teachers</td>
</tr>
</tbody>
</table>

Fifty students will be registered for an aerospace pre-engineering course named Introduction to Flight.

Fifty students will take an Introduction to Flight course completing 15 units of study and 11 flight simulation missions for a Cessna 172 Aircraft.

Fifty students will pass an aerospace pre-engineering course named Introduction to Flight with a passing rate of 92% or greater.

Fifty students will pass an aerospace pre-engineering course named Introduction to Flight with a passing rate of 92% or greater.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will be able to support their children though a family engagement education sessions planned through the Parent’s Association in coordination with post secondary institutions to support students in this course who may pursue aerospace careers. Families will also have access to the course online grade book to review student performance. Administration and teachers will support families as needed.

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.
Administration will provide common planning period for committee members, teachers will coordinate their committee during professional development time. Tax Levy and Title I SWP funds will be used to fund this goal.

### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

By February 2019, as a midpoint benchmark student performance will be monitored by reviewing online grade book data indicating unit and mission completion rates. The mid point benchmark that will indicate school progress towards this goal will be course grades from student report cards as measuring at least a 90% passing rate in February 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Three times per term report card grades and grade book data will be used to measure progress towards this goal.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Freshman Orientation and the grade 9 writing course supports have greatly improved grade 9 student performance. When reviewing students in need of credit recovery for grade nine by examining the ATS summer school pre-registration reports it was determined that 6.9% general education students, in comparison to 27.8% of special education students required credit recovery for the summer. We seek to provide greater support for special education students to them transition from middle to high school by supplementing the bridge and writing programs with a freshman seminar that builds English and Math foundations while establishing study skills.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, establishing a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers 20% or fewer special education students will require summer school credit recovery after completing freshman seminar as measured by passing rates from June 2019 scholarship data.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All grade 9 SWD</strong> will be selected and registered for a Freshman Seminar course which will run for the academic year 2018-2019.</td>
<td>All grade 9 SWD</td>
<td>Administration, Guidance Counselors, and Teachers</td>
</tr>
<tr>
<td><strong>Teachers will develop and write a curriculum providing English, Mathematics, and study skills to be implemented for SWD.</strong></td>
<td>All grade 9 SWD</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td><strong>75% of all grade 9 SWD will pass all term one courses by February 2019.</strong></td>
<td>All grade 9 SWD</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td><strong>By June, 80% of all grade 9 SWD will pass all term one and two courses.</strong></td>
<td>All grade 9 SWD</td>
<td>Administration and Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will participate in their child's Freshman Seminar by reviewing, signing and returning bi-weekly reports written and provided by teachers. Through the parents association parents will review the freshman seminar curriculum and provide feedback.

### 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.

Administration will provide common planning period for committee members, teachers will coordinate their committee during professional development time. Tax Levy and Title I SWP funds will be used to fund this goal.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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.

By February 2019, as a midpoint benchmark 75% of all grade 9 SWD will have passed all of their classes as determined by scholarship data.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teachers grade book data will be used to monitor student performance, and report cards will be used to determine midpoint benchmarks towards meeting the goal.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

   The school leadership team examined Geometry and Algebra 2 course passing rates and Regents passing rates from 2015-2016 and 2016-2017. The team determined that while Geometry course passing rates were high for both years: 96.99% and 99.47% respectively; when compared to the same years for Regents: 76.58% and 79.41 % respectively that there was lower reliability of course grades in relation to Geometry Regents exam scores. Conversely, when team examined Algebra 2 course grades in relation to Regents scores for 2015-16 and 2016-2017 there was a greater reliability where by course passing rates were respectively, 93.52% and 95.42% in relation to the respective Regents passing rates of 91.21% and 93.67%. The current math course sequence has been as follows: Algebra 1, Geometry, then Algebra 2/Pre-Calculus. The SLT in collaboration with math teachers and administration have determined that the a change in math course sequencing would benefit student Regents performance rates whereby students will move from Algebra 1 directly to Algebra 2/Pre-Calculus, then Geometry. Accordingly, teachers will collaborate to write a new curriculum for Geometry.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teachers will collaborate to write a new curriculum for Geometry Common Core.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Group(s)</th>
<th>Start Date</th>
<th>End Date</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math teachers will meet weekly to analyze previous Regents exam item analysis to determine student instructional needs for all students, students with disabilities, English language learners, and other high need performing students.</td>
<td>Geometry students</td>
<td>September 2018 - February 2019</td>
<td>Math teachers and Administration</td>
<td></td>
</tr>
<tr>
<td>Math teachers will determine unit planning and curriculum pacing according to student instruction needs as determined by item analysis review by producing a curriculum pacing map.</td>
<td>Geometry students</td>
<td>February 2019 - June 2019</td>
<td>Math teachers and Administration</td>
<td></td>
</tr>
<tr>
<td>Math teachers will review the Geometry curriculum by analyzing the January Geometry Common Core exam administered.</td>
<td>Geometry students</td>
<td>February 2018 - June 2019</td>
<td>Math teachers and Administration</td>
<td></td>
</tr>
<tr>
<td>Math teachers will finalize the Geometry curriculum for implementation and post it to our school website for parents to review.</td>
<td>Geometry students</td>
<td>February 2018 - June 2019</td>
<td>Math teachers and Administration</td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will review the final curriculum as it will be posted to the school website and sent to every parent. Parents may provide feedback to teachers during the month of June at the Parent Association meeting.

### 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.

Administration will provide common planning period for committee members, teachers will coordinate their committee during professional development time. Tax Levy and Title I SWP funds will be used to fund this goal.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Fund Source(s)</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>Title III, Immigrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

By February 2019, as a mid-point benchmark Math teachers will have identified the student instructional needs for students with disabilities, English language learners, and high performing students which will be detailed in the Geometry curriculum map.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teachers will produce a curriculum pacing map for review.

**Part 5c.** In February 2019, 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 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**

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leadership team examined Geometry and Algebra 2 course passing rates and Regents passing rates from 2015-2016 and 2016-2017. The team determined that while Geometry course passing rates were high for both years: 96.99% and 99.47% respectively; when compared to the same years for Regents: 76.58% and 79.41 % respectively that there was lower reliability of course grades in relation to Geometry Regents exam scores. Conversely, when team examined Algebra 2 course grades in relation to Regents scores for 2015-16 and 2016-2017 there was a greater reliability where by course passing rates were respectively, 93.52% and 95.42% in relation to the respective Regents passing rates of 91.21% and 93.67%. The current math course sequence has been as follows: Algebra 1, Geometry, then Algebra 2/Pre-Calculus. The SLT in collaboration with math teachers and administration have determined that the change in math course sequencing would benefit student Regents performance rates whereby students will move from Algebra 1 directly to Algebra 2/Pre-Calculus, then Geometry. Accordingly, teachers will collaborate to write a new curriculum for Geometry. Administration will ensure that teachers are provided with professional development, common planning time, and the data required to write a new Geometry curriculum.</td>
</tr>
</tbody>
</table>

| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

**Part 2 – Annual Goal**

**SMART Goal:** By June 2019, Administration will ensure that Math teachers have been provided with professional development, common planning time, and the data required to write a new Geometry curriculum.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Geometry Students</td>
<td>September 2018 - October 2018</td>
<td>Math teachers and Administration</td>
</tr>
<tr>
<td>Geometry Students</td>
<td>September 2018 - June 2019</td>
<td>Math teachers and Administration</td>
</tr>
<tr>
<td>Geometry Students</td>
<td>September 2018 - February 2019</td>
<td>Math teachers and Administration</td>
</tr>
<tr>
<td>Geometry Students</td>
<td>June 2019</td>
<td>Math teachers and Administration</td>
</tr>
</tbody>
</table>

Administration will provide professional development for all Math teachers pertaining to curriculum writing and Geometry Common Core.

Administration will ensure that all Math teachers are provided with common planning time on a weekly basis.

Administration will provide all Math teachers with Geometry Common Core Regents exam item analysis from the previous three years.

Administration will disseminate the Geometry Common core curriculum to parents on the school website and via Skedula for review.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will be provided with support by providing them with time to review the new Geometry Common core curriculum in June 2019. Parents will have twenty one days to review the curriculum and provide feedback before finalization.

### 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.

Tax Levy and Title I SWP funds will be used to fund this goal.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

By February 2019, as a midpoint benchmark using the Geometry Common Core Regents item analysis data provided, math teacher will have produced a curriculum pacing map for review.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teacher will produce a curriculum pacing map.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

| Our school survey element scores for Strong Family-Community Ties score for 2016-2017 was .12 lower than our score for 2015-2016, with 89% of parent responding. The SLT examined the school survey and identified that section for Parent Involvement in School was the primary reason for this change in the overall score. Particularly parent responses to the question about the number of opportunities to volunteer at school indicated that this is a school need to be addressed. |

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

| By June 2019, MCSM will increase parent volunteer rates by 8 parents per month. |
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents will be recruited via Pupil Path, the school web and the Parent's Association to volunteer in the school cafeteria.</td>
<td>MCSM Parents</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Parents will be recruited via Pupil Path, the school web and the Parent's Association to volunteer for school events as needed.</td>
<td>MCSM Parents</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Parents will be recruited via Pupil Path, the school web and the Parent's Association to volunteer for school trips through the year.</td>
<td>MCSM Parents</td>
<td>September 2018 - June 2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

N/A

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.

Tax Levy and Title I SWP funds will be used to fund this goal.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
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<tr>
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</tr>
</tbody>
</table>

2018-19 CEP
Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, as a midpoint benchmark 40 parents will have volunteered for various activities as indicated in the school action plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parent coordinator will provide monthly reports of parent volunteers.</td>
</tr>
</tbody>
</table>

| Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
**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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students are individually identified based upon counselor teacher referral determined by teacher grade book course averages, homework, and exam scores when students are academically struggling on an individual needs basis.</td>
<td>Repeated readings of brief passages and having students produce interactive reaction papers that they must also revise.</td>
<td>Tutoring one to one in the Writing Center.</td>
<td>One to One/Small Group: After School, Wednesday - Thursday</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students are individually identified based upon counselor teacher referral determined by teacher grade book course averages, homework, and exam scores when students are academically struggling on an individual needs basis.</td>
<td>Using online diagnostic and practice software coupled with highly differentiated learning tasks.</td>
<td>Block classes for Incoming 9th graders in Algebra 1 and Geometry (score less than 80 on Algebra 1 Regents CTT Math in Algebra, Geometry and Algebra 2/Trig. Students taking Trigonometry will also take Pre-Calculus concurrently providing additional supports</td>
<td>Daily</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students are individually identified based upon counselor teacher referral determined</td>
<td>Using online diagnostic and practice software coupled with highly</td>
<td>Tutoring, CTT Science for Living Environment,</td>
<td>Small group, one-to-one and tutoring sessions: During the</td>
</tr>
</tbody>
</table>

2018-19 CEP
| Social Studies | Students are individually identified based upon counselor teacher referral determined by teacher grade book course averages, homework, and exam scores when students are academically struggling on an individual needs basis. | DBQ practice and reaction papers. | Document Based Questions and Thematic Essay Writing | Small Group Instruction: During the school day and after school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students are individually identified based upon counselor teacher referral determined by teacher grade book course averages, homework, and exam scores when students are academically struggling on an individual needs basis. | At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Counseling for at risk students as needed | One to one session: During the school day. |
## Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   We currently have ten students listed in Temporary housing.

2. Please describe the services you are planning to provide to the STH population.

   Students in Temporary housing are provided with the following services:

   - Basic/emergency supplies
   - Academic Programs & educational support services
   - Counseling services
   - Intervention programs
   - Data collection to assess the needs/progress of STH

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Professional development is data driven and teachers form an integral part of the professional development committee. Teachers are provided in-house and off-campus professional development as their needs dictate.

Mentors are assigned to support struggling and un-qualified teachers. Administrative staff will recruit excess staff from schools through the Borough Field Support Center (BFS C) and attend hiring fairs to identify and recruit highly qualified teachers. Staffing assignments are determined by the department supervisor. Staff retention is accomplished by providing teachers with supportive pedagogical environment in which teachers are empowered as stakeholders in their professional growth and performance.

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).

Teachers attend national, state and local CCSS conferences. Department inquiry teams continually align the curriculum to CCSS as student performance and anecdotal data suggests. Curricular revisions with CCSS are periodically adjusted to reflect student needs identified through weekly inquiry team and teacher driven and designed professional development. Teachers are continually observed using Danielson to provide them with feedback and help them reflect on their practice. The staff and administration will continue to attend in Borough Field Support Center (BFSC) and district CCSS workshops. Teachers design and implement their own weekly professional development. School support staff are provided with training to support through departmental meetings to ensure students meet common Core standards.

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.).

N/A

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.

All teachers participate in departmental meetings in which student assessments are determined. All teachers during department meeting decide on the assessment and professional development alignments. A interdisciplinary representative school wide professional development committee meets to determine school wide professional development needs, establish professional development programs which convene weekly. All teachers are invited to attend weekly cabinet meetings. All teachers are engaged in inquiry team work which analyzes student assessment data, including: Regents Item Analysis, departmental uniform exams and projects which are used to drive curricular revisions and guide professional development which informs instruction. Teacher teams also disaggregate the data based on student ethnicity, language proficiency, socio-economic status, and other at-risk factors. Our school will continue to offer workshops during Chancellor Professional Development days on best practices for understanding and utilizing student assessment data.

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section...</th>
</tr>
</thead>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Column A</strong></td>
<td><strong>Column B</strong></td>
<td>Verify with an (X)</td>
<td>Section Reference(s)</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>963,179.00</td>
<td>§A, §B, §C, §D, §E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>§X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>§X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>8,199,006.00</td>
<td>§X</td>
</tr>
</tbody>
</table>

### Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

### Intent and Purposes:

The **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...
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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent and Family Engagement Policy**

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. Manhattan Center for Science and Mathematics, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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**Support for Parents and Family Members of Title I Students**

Manhattan Center for Science and Mathematics actively involves and engages parents in the planning, review, and evaluation of the effectiveness of the school's Title I program, as well as the joint development of the School Comprehensive Educational Plan, Title I Parent Involvement Policy, and School-Parent Compact actively by holding annual elections to establish the Title 1 Committee, electing parent representatives for the SLT who are responsible for the writing and evaluation of the CEP’s efficacy. Parents are encouraged to attend monthly PA meetings where they are reimbursed for travel and provided with dinner, translation and babysitting services all in an effort to increase parent participation and share decision making in guiding the parent involvement in the writing of the CEP and coordination of Title I activities.

Manhattan Center for Science and Mathematics will support parents and families of Title I students by:

- Working with CBOs such as Bridge Up/NYPLand NextGenVest to provide parents information on financial aid and after-school study programs;
• 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;

• Identifying Students in Temporary Housing by administering the Residency Questionnaire Survey school wide annually. Once a student is verified as being in temporary housing the needs determination is made to provide students with a care package from the school which includes: personal toiletries, clothing, school supplies and a back pack.

• Ensuring parents have digital access to their children's grades, attendance, report cards, and transcripts.

• All parents of grade 11 students will be required to participate in review their children's SAT baseline data report and target scores as provided by the teachers. Parents will be required to sign and return a contract acknowledging their child's progress.

• As indicated in the School -Parent Compact, part II, parents agree to ensure that their children are completing assignments at home fro school related to the SAT course.

The school’s Parent Involvement

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
</table>
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: 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. ESSA/State accountability system, student proficiency levels, Annual School Quality Snapshot, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before October 30th 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 Every Student Succeeds Act (ESSA);

● 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 annual title 1 meeting is convened in September. Parents are informed via phone message of the meeting and at the first annual parent’s association meeting the committee is elected by the parents association.

### Encouraging School-Level Parental Involvement

<table>
<thead>
<tr>
<th>The school will further encourage school-level parental involvement by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</td>
</tr>
</tbody>
</table>
● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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**School-Parent Compact (SPC)**

**Manhattan Center for Science and Mathematics**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds 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.

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**I. School Responsibilities: High Quality Curriculum**

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 Every Student Succeeds Act ( );

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**I. School Responsibilities: Supporting Home-School Relationships**

Support home-school relationships and improve communication by:

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● 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

1. **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ Conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

☐ Before school ☐ After school ☒ Saturday academy

Total # of ELLs to be served: ____

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: ____

# of certified ESL/Bilingual teachers: ____

# of content area teachers: ____
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Title III: Saturday Academy Program: Supplemental support to Content Area English Language Acquisition

- The rationale behind our program is to support our students who have not reached commanding or expanding on their 2018 NYSITELL and NYSESLAT examinations. We currently are also using ELA Regents Data to determine the list mandated Students to the program. The curriculum will support student mastery of content specific literacy skills to support both acquisition of technical specific of Writing and Reading modalities.
- We found that we have 64 students that need support in the writing modality, they scored less than an 8 raw score. In the reading modality we found that we have 18 students that need support in the reading modality, with less than a 13 raw score.
- The Saturday Academy will include: 26 9th Graders, 20 10th Graders, 18 11th Graders, and 16 12th Graders. The curriculum will support reading and writing in Math, Science, and Social Studies. The outcome we are looking for is to increase the mastery rate, students scoring above an 85 on the Algebra I, Living Environment, Earth Science, and Global History Regents Examinations. Additionally we are looking to increase the number of students in this cohort attaining an expanding or commanding on their Reading and Writing modalities.
- The schedule and duration for the Supplemental Saturday Academy. Saturday Academy courses will be offered From October through June for a total of 20 Saturday Sessions. There will be 4 teachers teaching the program, and the sessions will run 8:00 a.m. to 12:00 p.m.
- The language of instruction for this program will be predominantly English, with additional support in Spanish when necessary. If students need support in an alternate language, supports will be provided via dictionary and translation services.
- There will be 4 teachers, 3 bilingual, 1 content area teacher, supporting the program. The expected number of per-session hours needed to support this program is 320 hours. Any additional funding needed to implement this program will be taken from other school funding sources.
- The materials that we will be using include content specific supports that are designed and implemented by the teachers of the program. Utilization of castlelearning.com, which provides literal translation of New York State assessments questions and reading passages. Any additional materials which requires additional funding needed to implement this program will be taken from other school funding sources.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: 
We have a team of 21 individuals that are part of a Professional Learning Community every Monday and Tuesday after school. The team also attends many PD workshops and conferences through the DOE, ELLs office; National, State and Local Associations such as NYSABE, ADASA and others.
Upcoming PDs: NYSABE: Bilingual Education 43rd Annual Conference March 2019
Additionally, ELL leads to the workshop series from the Manhattan Field Support ELL Department. This will empower our teachers to facilitate continuous learning and distribute the knowledge to our bilingual team. One of particular importance to this work is the "Writing is Thinking 101."
Besides going to outside PD, The Bilingual Team works together to understand the city wide instructional expectations, Danielson Framework competencies, Common Core Standards and ENL data to drive instruction. We read about The team meets once a month during zero period (7:30-815 A.M) to participate in PD activities to fulfill this goal.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.
- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:
October 5th 2018 - 5 to 6 PM
Bilingual panel introduction session for all parents/ guardians (Bilingual team and parent coordinator) Parents will be signed up for our REMIND system, and double check their registrations for Pupilpath our grading system.
November 2018 from 4 to 7 P.M- Noche de Ciencias this event is a series of awareness events designed to promote knowledge, interest and motivation about Science, Technology, Engineering and Mathematics (STEM) to students from K-12. During this 3 hour event, we will provide the students with a presentation. Location and Date TBA.
During this same day we will have a meeting with parents about college. During this informational session we will discuss about college choices, scholarships and financial aid. It will be conducted by the bilingual coordinator, and the college advisor.
December 13th, 2018 - 5 to 6 PM
Parent informational session for online system Pupil Path and Clubs presentation (Principal and assistant principal of organization)
January 8th, 2019- 5 to 6 PM
Parent information session for credit accumulation- Mike Salek, Assistant Principal of Guidance will discuss graduation requirements, pathways towards college and career readiness, and share
Part D: Parental Engagement Activities

- out how to ensure their students are on track to complete their coursework and exam requirements within 4 years.
- February 12th, 2019- 5 to 6 PM
  - SIFE Awareness video presentation (Bilingual coordinator)
- March 12th, 2019- 5 to 6 PM
  - Report Card Data Analysis (Rosa Chu- History teacher)
- April 16th, 2019- 5 to 6 PM
  - Immigration informational session for college access.
- May 7th, 2019- 5 to 6 PM
  - Bilingual Cohort transition into next grade level- Bilingual coordinator

SUNDAY May 19th, 2019: Bilingual Business College and Career Etiquette Event
- Students will present their learning from the BCCE club.

June 13th, 2019- 5 to 6 PM
- Bilingual Cohort transition into college presentation (guidance counselors and Bilingual Team)
- Parents will be notified of the events through our calling system, Pupil Path, Remind and Student Invitations.

Parents of the ELL students are currently afforded the same parental involvement opportunities as our non ELL parents. They are contacted regularly and included in all Parent Association functions. Translation headsets are provided for the meetings that are held in English. We will continue to hold two major meetings per year, one in the fall and the other during the spring semester. In addition we will provide parents with technology workshops in order to introduce them to Skedula/Pupilpath and our school website. The meetings and workshops will be conducted by the bilingual coordinator and the bilingual team. The school will send out letters in their appropriate language - offering other workshops or information schools calendars, events, important test dates, exam preparation, after-school activities, cultural events, college readiness, adult education opportunities, family health care, immigration issues and other significant topics. The school's parent coordinator, Zaida Santiago will work with the new bilingual coordinator to plan for future events that will benefit all our parents. The school is currently in a partnership with City College LAESA to inform parents of their child's future college admissions and careers.

This year our 9th grade counselor created a manual for all students with information about college choices, requirements and scholarships. He and the rest of the guidance team presented all of this during school in their English class to guarantee that all students received the information and understood the content. We plan to do this again in the 2018-2019 school year. Parents are also invited to our open house hours on Tuesdays from 2:45 P.M to 4:00 PM to visit their child's teacher. In addition, they can also make an appointment to see the bilingual coordinator any day of the week during 0 or 9th period. they can email her at cmontalvo6@schools.nyc.gov or call her at 212-876-4639. Parents can also access our school's website which provides them with update information of all the activities we have in school. Also they have access to pupilpath.com which provides them with their child's performance in class on a by weekly basis and their current teachers' information.
**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td>n/a</td>
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<tr>
<td>2. Per diem</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$</td>
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</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>n/a</td>
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<tr>
<td>3. Additional curricula, instructional materials.</td>
<td>n/a</td>
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<td>4. Must be clearly listed.</td>
<td>n/a</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
<td>n/a</td>
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<tr>
<td>Other</td>
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<td>TOTAL</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>Manhattan</td>
<td>435</td>
</tr>
<tr>
<td>School Name</td>
<td>Manhattan Center for Science &amp; Math HS</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Jimenez</td>
<td>James Nicotri</td>
</tr>
<tr>
<td>Coach</td>
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<tr>
<td>Almanzar</td>
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<tr>
<td>Coach</td>
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<tr>
<td>Nunez</td>
<td></td>
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<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>School Counselor</td>
</tr>
<tr>
<td>A. Thomas</td>
<td>M. Valle</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent</td>
</tr>
<tr>
<td>Ms. Chu</td>
<td>Johany Grullon</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Ms. Montalvo</td>
<td>Zaida Santiago</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Renee Halminton</td>
<td>N/A</td>
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<tr>
<td>Superintendent</td>
<td>Other (Name and Title)</td>
</tr>
<tr>
<td>Marisol Rosales</td>
<td>Mr. Rivera</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>1</th>
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<tbody>
<tr>
<td>3</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>0</th>
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<tbody>
<tr>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
<th>0</th>
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<tbody>
<tr>
<td>0</td>
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</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1748</td>
<td>155</td>
<td>8.87%</td>
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</tbody>
</table>
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs):  
Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  
  Yes ☒ No ☐  
  If yes, indicate language(s): Spanish

- Dual language program (DL)  
  Yes ☐ No ☒  
  If yes, indicate language(s):

- Freestanding ENL  
  Yes ☒ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   MCSM uses diagnostic exams in ELA, Math, and Spanish to assess where students are when they enter in their 9th Grade year, and Every September to see what was lost over the summer for grades 10-12. We use the results of these diagnostics with NYSESLAT results, and this is the initial data that we use to drive instruction in the subjects specific to the TBE program, Math, Science, and Social Studies. When students come to the school brand new from a different country we use the NYSITELL exam to place a student. We also use the database from Skedula/Pupilpath, like 8th-grade performances to plan for instruction.

2. What structures do you have in place to support this effort?

   ENL teachers meet with the content teachers in team meetings to discuss strategies and action plans to help ENL students meet state level standards for college readiness. We meet monthly on Wednesdays from 7:00-8:15 a.m. In those meetings we draft response to intervention plans for specific management/social emotional/academic targets for our at-risk ENL students.
who are not on track for receiving credit in their courses. The team then distributes the action plan to their grade level teams so students who are enrolled in courses that the ENL team members do not teach, have a plan to address the skills and plan for the specific student who is struggling. Department teams meet Mondays after school from 2:45-4:00 p.m. We share our ENL team minutes and plans with our grade level teams via one-drive. The expectation for the 2018-2019 school year is that 11th and 12th grade math and science update their unit plans to reflect the action steps recommended by the ENL team.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
At MCSM we use NYC Performance Tasks in 9th and 10th grade ELA to determine growth of our ENL students for English. In 9/10 grade we use the Regents for Living Environment, Algebra I, Earth Science, and Algebra II to determine growth from their 9th grade baseline. For the 2019 school year we will be using the results of the LOTE in the students home language to determine growth in their native speaking language classes.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We work with to parents to ensure student’s success. Progress reports are sent home in the middle of every marking period. Struggling students are offered extra sessions before and after school and during Saturday Academy. If a student is struggling a meeting is set up with the parent, guidance counselor, bilingual coordinator and student. we then create a plan for the student and parent to help them achieve their full potential. Students are provided with accounts for castlelearning.com to support their self-study habits as discussed and taught in their classes, and Freshman Seminar.

5. How does your school use 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.] N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
At MCSM we use NYC Performance Tasks in 9th and 10th grade ELA to determine growth of our ENL students for English and their writing with evidence skills. In 9/10 grade we use the Regents for Living Environment, Algebra I, Earth Science, and Algebra II to determine growth from their 9th grade baseline. For the 2019 school year we will be using the results of the LOTE in the students home language to determine growth in their native speaking language classes. For grades 11/12 we use Regents Chemistry/Physics and AP Calculus exam results to determine growth in mathematics. We also take a look at the credit accumulation and Regents performances to determine the success of our programs. This allows us to drive instruction, create extra support sessions before and after school and acquire software and new technology that will help with student’s weakness.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
In inquiry team meetings, teachers meet to discuss and continuously improve their effectiveness in their planning and delivery for differentiated instruction for the different populations of students they have in their classroom. Monthly team members review and reflect on current student standings in their courses. The ENL team is divided into two groups; Team 9/10 and Team 11/12. These teams are divided as such because they loop with the students for two years. We have a Bilingual team made of ELL, Native language arts, and content area teachers. All information pertaining these students is shared during the meetings and it also is posted in our group online, we use OneDrive and Pupilpath to share student's progress and action steps with students.
We share in our actions with the guidance team, and update them as needed to support our ENL population.

Part IV: ELL Programming
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]).

   a. Freestanding ENL program.

      There are currently 155 ENL students in our school. 94 students are in our TBE Program, and 61 students are in our Freestanding ENL program.

      ENL students are programmed according to their level as indicated on their NYSESLAT or NYSITELL exam. Freestanding services are utilized at MCSM for ENL students in the TBE program and students who are not. 61 students are provided instruction in extended day periods, as not to disrupt their daily program and allow them to take electives and graduation requirements, including our mandated SAT prep course. They are served by licensed ENL teachers, in our freestanding courses.

      In total, we have 6 ENL sections across grades 9 thru 12. They are labeled as follows: ESS1/2, ESS3/4, ESS5/6, and ESS7/8 for the ENTERING students and those with IEPs. Some of our ENL classes are taught by English teachers along with a push-in ESL teacher.

      An ELL student who enters Manhattan Center opting for a Freestanding ENL Program will be placed according to their NYSESLAT Score. The Special Education ELLs are placed in our Freestanding ESL classes. Because of their disabilities, some receive Speech Therapy, Related Services, Counseling or Resource Room, and we accommodate their needs in both English Language Learning and Special needs.

   b. TBE program. If applicable.

      MCSM offers a full ninth and tenth-grade Transitional Bilingual Spanish Program (TBE). The ninth grade Transitional Bilingual Spanish Program consists of a Bilingual Earth Science (SES21QPS), Bilingual Global History (HGS41QPS), and a Bilingual Algebra I (MES21QPS). The tenth grade includes Bilingual Living Environment (SLS21QPS), Bilingual Global II (HGS43QPS), and Bilingual Algebra II (MRS21QPS). The students following this program also receive one period of NLA services a day (215 min. a week) as well as ENL/English courses depending on their NYSESLAT scores. A student in the ninth grade Transitional Program who scores in the ENTERING level will receive two units of ENL a day plus bilingual classes or 645 min. a week. The EMERGING and TRANSITIONING levels will receive 2 units of ENL a day plus bilingual classes or 430 min. a week. The EXPANDING students will receive 1 unit of ENL a day plus bilingual classes (215 min. a week) and 1 period of English instruction a day (215 min. a week). Once these students move to the 11th grade they will follow the same pattern. Additionally, they continue to receive ENL services according to their NYSESLAT scores and they continue to receive NLA. By the 11th grade, all our ELL students have transitioned to a Freestanding ENL Program. In the 12th grade, we usually have less than 10 students in our ENL program.

   c. DL program. If applicable.

      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

      Manhattan Center’s goal is for every one of our students to be well-rounded and achieve higher education. As a result of this, we focus on their academic progress and monitor their success. Our bilingual and ELL students take rigorous content area courses which end with a Regents test in which our teachers prepare them well, and this shows in our statistics. The Language Allocation Policy is followed throughout the content areas, for example, for the 9th grades we follow the policy of 60:40 and as the grades increase it becomes less Spanish and more English until they are mainstreamed. Our ENL program is enforced until the students pass the NYSESLAT. We actually serve the students with additional minutes since our class periods are over 40 minutes.

      Our programmer, APs and bilingual coordinator make sure that all students receive the adequate amount units of study according to their NYSESLAT test scores as mandated per CR Part 154-2
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.

Content teachers use a 60:40 approach when teaching ELL students. However, within a classroom, the lessons are adjusted to meet student’s individual needs. In order to help ELL students meet the new Common Core Standards, content teachers are focusing on techniques that support the language and what they are teaching in their content areas. For example, in the social studies classes the teacher is introducing primary and secondary sources to enhance the language, and provide Regents based instruction. In science, the teacher is using ENL strategies suggested by Virginia Rojas to enhance the student’s literacy skills. In English, the curriculum has been modified to implement the CCLS. In Spanish, the NYC DOE has provided our teachers with advanced content curriculum that has the CCLS incorporated. In math, our department has been implementing the math and literacy CCLS for quite some time. In essence, literacy is one of the main instructional foci of our school. For the ELLs it is enhanced even more. Our ELLs also receive many services and accommodations to foster language development. Interdisciplinary meetings occur by grade level to ensure all teachers reinforce content as well as ELL goals.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In the TBE program, students receive a native language class and are constantly evaluated by the teachers. A variety of assessment is provided to ensure that students show their full potential. Native Language Classes are offered in three levels. During the junior and senior year, our ELL students can take Ap language or AP Spanish. Regents are always offered to all ELL learners in their native language for Living Environment, Earth Science, Algebra I, Global History and United States History. Additionally class exams are given in the native language of the student in 9-10th grade to support their learning and preparation for the end of year Regents Exams.

5. 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

The SIFE students are offered extra assistance. They are provided with review books, tutoring and becoming part of a Bilingual Tutoring Center during and after school. Seniors are assigned to them as a peer tutor. They help them with H.W and also guide them to ensure that they will not drop out and are successful. Additionally, our school offers small writing classes where the main goal is to increase literacy among students.

The newcomers, 4 to 6 years and Long-Term ELL students receive different modes of intervention throughout the day. Their teachers use differentiated instruction and strategies that help them learn. ELL teachers once a month to talk about students progress and their struggles. Using the data gathered, teachers create lesson/ units to help reinforce the weak areas. For example, when kids do not understand a concept in history or science the NLA teacher covers the topic as well. The teacher will use art, music, visuals, etc. to create an action plan that allows them to close the achievement gap.

The Developing ELL students receive different modes of intervention throughout the day. Their teachers use differentiated instruction and strategies that help with instruction and ELL learning. We have implemented several software programs that are now identifying the levels of content mastery for individual students and teachers are now able to differentiate based on this data. All the teachers are part of an inquiry team ( bilingual team) that analyzes the ELL data pertaining to years of service, NYSESLAT levels and Modality Levels and they use this data to drive instruction.

The Long-Term ELL students receive different modes of intervention throughout the day. Their teachers use differentiated instruction and strategies that help with instruction and ELL learning. We have implemented several software programs that are now identifying the levels of literacy, content mastery, and social skills for individual students and teachers are now able to differentiate based on this data. All the teachers are part of an inquiry team that analyzes the ELL data pertaining to years of service, NYSESLAT levels and Modality Levels and they use this data to drive instruction. They also use this data to create formative assessments and action plans that allow them to close the achievement gap.

The Former ELL students receive different modes of intervention throughout the day although they are at the COMMANDING level. Teachers continue to provide services to these students. Some remain part of the Bilingual Cohorts. They also have...
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Special Education students are provided with extra help that is innovative and engaging in small group settings. They are guided by the ESL, ELA and NLA teachers to use specific ESL strategies. Some strategies that are implemented are sentence starters, read-aloud, leveled questions, writing workshop, and guided reading.

Teachers try to connect their content to real life scenarios so students can retain information. The read-alouds are used to practice prediction, discussion, and understanding. The leveled questions strategy allows students to respond verbally or nonverbally with understanding and confidence. The writing workshop allows students to choose their own writing topics and work together with others while going through the stages of writing. The guided reading strategy allows individual coaching, and the teachers use the core subject books to address the vocabulary that is unfamiliar to the students.

Our school is equipped with lot of technology such as smart boards, iPads, computers, clickers, etc, teachers use this to guarantee that students are engaged and acquire information using multiple points on entry.

Audio enhancement is also used in the classroom to make sure students understand directions clearly. According to research, this audio enhancement in the classroom has shown to improve literacy by 15% within the first year of usage.

We have implemented an independent reading program. This program was designed to help students increase their love for reading and as a result to acquire reading stamina, vocabulary and write better. Students are allowed to choose a book or article that they wanted to read and read it during assigned reading times, Mondays and Tuesdays. They write reflections on what they read in their journals. This program allows students to read in English or their native language.

7. 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?

We have classes specifically designed for ELLs-SWDs. These students are in CTT classes. These classes have a content and special Education teacher with bilingual extension that will help students acquire information using several teaching strategists. In these classes, students are mixed with the general education population so they can learn in a least restrictive environment. Both teachers in the class know about their IEP goals and their accommodation.

Also, at the start of the school year, the IEP coordinator teachers the staff about how to see student’s IEPs and she is always willing to help if you have any questions about it and how to properly provide them with their accommodation.

Since our school is data driven, all lessons are differentiated in order to accommodate all types of learners in our classroom.

8. 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.

In the TBE and ENL programs, student data is analyzed and used to drive instruction. For grades 11 through 12 where we do not have a TBE and for the other classes, teachers are given the data but how they use that data to drive instruction is discussed within departments throughout the school.

Our TBE and ENL programs allow the teachers to have common planning and meeting times for the data inquiry of these results, and each department further analyzes data during team meetings. When we analyzed regents results for last year’s ELLs (this includes ELLs in our TBE, freestanding ESL, and Special Education programs): The class passing rates plus the Regents Results allow us to evaluate the success of our programs, but we just need to change and expand our programs so that all of
our ELLs can succeed even more beyond the 9th grade. One great thing that we have accomplished, is that over 50% of our bilingual students are graduating with Advanced Regents diplomas.

Former bilingual students serve as tutors in our after school peer-tutoring program and during lunch periods. With the direction and help of the bilingual content area teachers, these former bilingual students help address the needs of the current bilingual students. This instruction is given in both English and Spanish. Furthermore, the teachers conduct after school tutoring sessions where they focus on their weaknesses and give individual attention to those bilingual students who need it. The students who are in the Freestanding ESL classes also have many opportunities to receive assistance in their areas of need, especially with tutoring being available to all. The bilingual coordinator follows the students’ progress, checking progress reports at the middle of every marking period, asking teachers in the bilingual team and content teachers. Their progress is also shared with parents and communication with them is the key to their success.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
For next school year we have decided to integrate our Heritage Spanish Classes with the Native language class. This will help our ELL students better integrate with our general Ed population and feel like they are part of the MCSM community. we would like to establish a mentoring program with former ELL students and National Honor Society students. This would happen after school and during lunch time.

10. If you had a bilingual program, what was the reason you closed it?
We have a bilingual program. However, our ELL classes are co taught by an ELL and an English teacher. We only offer one STAND-ALONE ENL class during Zero period.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We offer enhancement sessions after school. Our teachers help students to be successful by tutoring them or giving them extra assignments so they can accomplish mastery. These sessions are Wed- Friday after school. We also have a lot of clubs that offer students enrichment and community service opportunities. Students are not restricted to attend to any, therefore they can [pick what they think may be better for them.

We have an SAT program that mains to help Juniors with their scores. Math and English sessions meet twice a week and offer mock tests after the course has been taught.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All the ELLs are provided with glossaries in the content areas. All the ELL classes have a set of dictionaries, and if any other teacher in the building wants dictionaries for their ELLs, it will be provided. We have purchased many books in Spanish to increase literacy in their native language. We have also purchased the software Eduware which allows Regents assessments to be printed in English and Spanish. We have this software in Living Environment, Earth Science and Global History. Audio enhancement was brought to the school to ensure students clearly understand their teachers. This will also help students with enunciation as they can imitate better their teachers pronunciation. The freshman and sophomore cohort also use Ipads to provide them easy access to translation, use listening features to imitate how to pronounce new concepts and words.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
TBE: 60:40 / Materials such as textbooks, worksheets, and assessments are given in Spanish & English.
ESL: 100 / Materials such as textbooks, books, worksheets, and assessments are given in English only but with differentiation in mind.
We also have adopted the program of Eduware Wizard that allows teachers to provide students with Regents based questions in the Spanish and English languages.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All cohorts stay in grade levels although the NYSESLAT levels differ.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Our school does not share the building with another high school. However, there is a middle school in the building, however, the principal of the schools always keep each other in the loop as we get a significant amount of students from there.

16. 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).

In November our Admissions Committee meets to decipher the data of the students that have chosen MCSM as #1. We monitor closely the ELL students and continue to analyze the data. We look at criteria such as attendance, math exam scores, science exam scores, English exam scores, grades, NYSESLAT levels, and much more. Sometimes we call 8th grade guidance counselors for recommendations. New for 2018-2019, we held an open house specifically for students who applied to our TBE program on their HS application. We met with the parents and students and explained their options and described our Program. Once accepted, we conducted an orientation specifically for our ENL parents. The Bilingual Coordinators and the AP split up the ELL Cohort into three classrooms and explains the TBE and ESL programs to both students and parents. The team speaks Spanish, and if necessary she will conduct the orientation in Spanish as well. For other parents, that speak other languages, we use the students from the National Honor Society volunteer as translators.

During the summer time we have a bridge program that focuses on English and Mathematics skills. All ENL students are invited to this program, and 87 percent of them attended for the summer of 2018.

In the summer when enrollment is finalized for our ENL and TBE populations, we immediately use the NYSESLAT data, and native language, to determine their placement into either TBE or ESL programs. During the first few weeks of school program changes continue to take place until all ELL compliance is met. If a new ELL enrolls, within 10 days we try to do the HLIS, NYSITELL, and programming.

17. What language electives are offered to ELLs?

Spanish and French

18. 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)?

N/A

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**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 and non-pedagogic staff.) 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?

Our school’s professional learning plan has been generated based on several factors, first alignment to the DOE initiatives, second data to drive instruction and goals, and finally to maintain a high performing school. Our teachers receive school-wide,
department, teacher team and individual (choice-driven) PD. Teachers are expected to turn-key, share best practices and reflections. Teacher teams are designed by departments and discipline. On Monday's from 2:45-4:00 PM, teacher teams meet according to department and discuss data, teacher practice, differentiation skills, and lesson/unit plans for their classes. In these meetings teachers are instructed to create a goal, a theory of action, provide a short summary of the data and research they chose to support their theory of action, and provide minutes for the weekly meetings with accountable products. New for the 2019 school year, teachers will present their findings from inquiry team in a mini symposium on chancellors day. Also, teachers share office space which allows them to work more closely together and share more often. In addition, we have teacher team working in an interdisciplinary way, our Bilingual Team and the Special Education Team. The Bilingual Team is also encouraged to attend the Parent Workshops and School-wide events. Dates may vary, however the PA meeting are on the first Tuesday of the month from 6:00 PM to 8:00 PM. We allow our teachers to select and leave the building for outside Professional Development. The past year we have provided PD presented by the collegeboard, NYSABE, and the New York City Department of Education. The following examples of the upcoming PDs and organizations that offer ELL professional development.

2. 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.

Our bilingual team members attend to ELL oriented workshops. Each team member then takes the information that they learned and shares it with their whole department so all staff is update with all information pertaining to the ELL population. We aim to prepare all our teachers to deliver the best and most appropriate level of instruction to our ELL population. To that end, we have established the following goals:

- To provide professional development in methods for quality instruction that includes workshops in scaffolding and diversified methods of instruction.
- To provide opportunities to write Grade-Level curriculum and assessments that are aligned with NY State standards in ELA, NLA, ESL, math, science, social studies and technology, and are provided in both English and the native language as the program designates.

The following professional development opportunities are in place in our school:

- The ELL team meets once a month to discuss workshops, student progress, and brainstorm ideas for the ELLs.
- We go to NYSABE every year and would like to attend to SABE next year.
- Content teachers are sent to vigorous workshops and form study-groups to better serve the ELL population at NYU and Fordham University.
- Common prep time is provided for ELL grade team teachers.
- One of two days of staff development during opening of school is devoted to differentiated instruction for ELL students. This is followed-up with two staff/professional development sessions for all teachers during the year.
- Coaching for all teachers in differentiated instruction is implemented throughout the year.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated.

One of our goals for the 2018-2019 school year is for all team members to meet at least twice a month and create more units that are interdisciplinary. Currently, teachers meet to continue to look at curriculum and revise where necessary in order to align it with the ESL standards and the instruction required for achieving mastery in English at the commencement level. We are implementing the NGSS standards into our curriculum. This will include varying instructional practice, introducing students to varied texts, providing opportunities for students to use the four modalities in all their classes, which requires that teachers are trained in ways to incorporate such into their instruction across the curriculum. Teachers will be encouraged to continue to work together – ELA, NLA, ESL and content area teachers – to discuss students with difficulties whom they share and, through case conferencing, find meaningful ways to help the students succeed. We adhere to both in-house and out
professional development in order to better serve our staff and students. We will aim to have all of our content area teachers pursue and acquire their bilingual extensions. Our ELL team meeting is just another measure of our progress in our school’s communication.

The bilingual coordinator will facilitate monthly PD sessions (7:30 to 8:15 a.m.) for the Bilingual Team. In addition the team will keep working together on understanding and implementing the NEW citywide instructional expectations, Danielson Framework competencies, Common Core standards, School's Instructional Foci, Framework for Great Schools and ELL data to drive instruction.

The PD Calendar for the Bilingual Team has been drafted as follows:
September: Beginning of Year Data-Analysis//Goals//Setting our Theory of Action
October: Common Assessments and CCLS/NGSS for our ENL Students
November: Differentiating for ENL Students// Tracking our Subgroups
December: Lesson Plan Share: Problem of Practice Protocol
January: Student Work Reflection Protocol
February: Mid-Year Data Analysis//Goal Check-in//Theory of Action Reflection
March: Unit Plan Share: Consultancy Protocol
April: Lesson Plan Share: Problem of Practice Protocol
May: Student Work Reflection Protocol
June: End of year Data Analysis//Goal Check//Theory of Action Reflection

PD Sessions: CITE (Center for Integrated Teacher Education) PD, Annual LOTE Conference, ASCD Conference, Research Based Inquiry Team sessions (monthly), DATA inquiry teams (Mondays and Tuesdays after school), New Evaluation System Team (before opening of school, after school, and during staff PD days).

Teachers on Bilingual Team: Mrs. Chu, Ms. Gonzalez, Ms. Thomas, Mr. Morales, Ms. Benalcazar, Ms. Salazar, Mr. Almanzar, Ms. Lebron, Ms. Kraus, Mr. Valletutti, Mr. Rivera, Mrs. Valle, Mr. Salek, and Mrs. Hamilton,

**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?

The Bilingual Coordinator constantly monitoring the ELLs progress through progress reports, report cards, transcripts, team meetings, student meetings; she sends letters home that personalized and includes data about their child. If the student does do well the bilingual coordinators calls parents/tutors and makes appointment with them, guidance counselor and students to create a plan that will help student to be successful in our school. In addition, parents are called and encouraged to visit the bilingual coordinator’s office any day and at any time through her open-door policy. Monthly meetings are hold to talk about different topics that concern students.

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

There is an open door policy in for ELL parents in our school. Parents are welcome to visit during all lunch periods to talk to the bilingual coordinator. They are encourage to visit our website to keep up with announcements and our school community. Parents are also welcomed to visit their childs class room and

**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.
We are a great team at MCSM. Our bilingual team consists of 20 teachers and three supervisors who are very passionate about the ELL population and will be doing anything necessary to guarantee their success.

As of now, our staff goes to different PDs to ensure we keep up with laws and important matters to the ELL/immigrant community. Technology is used daily in our classrooms to ensure that all ELL students are engaged and receive multiple points of entry. We work closely to incorporate different subjects into our lessons without hurting our own curriculum. We drive our instruction using data and are constantly researching new strategies to better serve our ELL students. Interdisciplinary lessons are a must for us.
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Jose David Jimenez, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
Part VI: LAP Assurances

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<td>David Jimenez</td>
<td>Principal</td>
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<td>James Nicotri</td>
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<td>Zaida Santiago</td>
<td>Parent Coordinator</td>
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<td>Julie Kraus</td>
<td>ENL/Bilingual Teacher</td>
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<td>Johanny Grullon</td>
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<td>Stephanie Gonzalez</td>
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<td>Rosa Chu</td>
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<td>Marcia Valle</td>
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<td>Renee Hamilton</td>
<td>Other AP, ISS Dept.</td>
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<td>Angie Thomas</td>
<td>Other ESL Teacher</td>
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<td></td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td>Montalvo</td>
<td>Teacher-Bilingual Coordinator</td>
<td>No</td>
<td>YES</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   Our school uses home language indicators on ATS, parent conversations, and parent surveys to determine written translation and oral interpretation needs. The parent’s preferred languages for both written and oral communication is either English, Spanish, Chinese Mandarin, French, Arabic, Bengali, Russian and Filipino.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>1511</td>
<td>55.21</td>
<td>1486</td>
<td>54.31</td>
</tr>
<tr>
<td>Language</td>
<td>Code</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>SPANISH</td>
<td>870</td>
<td>31.79</td>
<td>876</td>
<td>32.02</td>
</tr>
<tr>
<td>ARABIC</td>
<td>20</td>
<td>0.73</td>
<td>20</td>
<td>0.73</td>
</tr>
<tr>
<td>BALANTE</td>
<td>4</td>
<td>0.15</td>
<td>4</td>
<td>0.15</td>
</tr>
<tr>
<td>BELORUS</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>BENGALI</td>
<td>172</td>
<td>6.28</td>
<td>183</td>
<td>6.69</td>
</tr>
<tr>
<td>BIHARI</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>BAMBARA</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>BURMESE</td>
<td>2</td>
<td>0.07</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>CHAM</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>CHINESE</td>
<td>76</td>
<td>2.78</td>
<td>58</td>
<td>2.12</td>
</tr>
<tr>
<td>CANTONESE</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0.18</td>
</tr>
<tr>
<td>FRENCH</td>
<td>20</td>
<td>0.73</td>
<td>20</td>
<td>0.73</td>
</tr>
<tr>
<td>FULANI</td>
<td>2</td>
<td>0.07</td>
<td>3</td>
<td>0.11</td>
</tr>
<tr>
<td>GREEK</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>HINDI</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>HAUSA</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>INDONESIAN</td>
<td>2</td>
<td>0.07</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>KOREAN</td>
<td>4</td>
<td>0.15</td>
<td>4</td>
<td>0.15</td>
</tr>
<tr>
<td>MACEDONIAN</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>MANDINKA</td>
<td>1</td>
<td>0.04</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>MANDARIN</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0.48</td>
</tr>
<tr>
<td>NEPALI</td>
<td>6</td>
<td>0.22</td>
<td>6</td>
<td>0.22</td>
</tr>
<tr>
<td>ONEIDA</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>PILPINO</td>
<td>3</td>
<td>0.11</td>
<td>3</td>
<td>0.11</td>
</tr>
<tr>
<td>POLISH</td>
<td>2</td>
<td>0.07</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>RUSSIAN</td>
<td>7</td>
<td>0.26</td>
<td>7</td>
<td>0.26</td>
</tr>
<tr>
<td>SLOVAK</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>SONINKE</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>TELUGU</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>THAI</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>TIBETAN</td>
<td>5</td>
<td>0.18</td>
<td>6</td>
<td>0.22</td>
</tr>
<tr>
<td>TURKISH</td>
<td>1</td>
<td>0.04</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>URDU</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>UKRAINIAN</td>
<td>1</td>
<td>0.04</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>WOLOF</td>
<td>3</td>
<td>0.11</td>
<td>3</td>
<td>0.11</td>
</tr>
<tr>
<td>YORUBA</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.07</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

   N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School letters, fliers, memos to parents are translated into Parent-Teacher Conferences, or any parental visit to our school.</td>
<td>Monthly</td>
<td>Spanish throughout the entire school year. This is done by the Parent Coordinator, Bilingual Coordinator, Spanish content and other teachers. Certain documents are downloaded from the NYC DOE website, already translated, and provided to parents.</td>
</tr>
</tbody>
</table>
When NYC DOE translations are not available, then our staff collaborates in translating the documents.

Our school plans to disseminate parent-facing documents and submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.

Announcements Weekly

Translated via "pupilpath/education" distributed electronically.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA: Parent Association</td>
<td>Monthly</td>
<td>Simultaneous translations (using equipment) in Spanish and English for all Parent Association meetings and workshops provided by the school Parent Coordinator</td>
</tr>
<tr>
<td>SLT</td>
<td>Monthly</td>
<td>Simultaneous translations (using equipment) in Spanish and English for all Parent Association meetings and workshops provided by the school Parent Coordinator</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>2 per Semester</td>
<td>Simultaneous translations (using equipment) in Spanish and English for all Parent Association meetings and workshops provided by the school Parent Coordinator</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We have a parent coordinator, bilingual coordinator, and teacher who can speak the various home languages to communicate in: SPANISH, FRENCH, and MANDARIN. For languages other than this in an emergency, we would utilize the Translation Services of the DOE to ensure we can properly communicate with a parent. Our emergency announcement system "Skedula/ioeducation" has a translation service built into text messages, and e-mails.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](https://example.com) and what resources are available to meet compliance.
Chancellor's Regulations are revisited during School PD Days in September, November, and February. We distribute the regulation and pass out the language identification cards and phone number for DOE translations to ensure that Teachers can effectively communicate with parents in their preferred language.

The following are our written translation and oral interpretation needs: 1) all parent memos, letters and fliers need to be provided in English and Spanish 2) all phone master messages must be sent in home language of students 3) simultaneous translation done by the Parent Coordinator in Spanish and English during Parent Association meetings and workshops need to be accessed through translating equipment 4) During open house events, parent-teacher conferences, and other school-wide events translators are needed for better communication, not only in Spanish but in Asian dialects like Mandarin, French, Arabic, Bengali, Russian and Philipino.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

1) Parents Bill of Rights are available upon registration & through the Parent Coordinator and Guidance Department 2) Availability of translation services are posted in the Parent Coordinator’s office bulletin board 3) The safety plan includes procedures that ensure that all parents have access to administrative communication regardless of language barriers 4) The school is aware that the NYCDOE has a translation service to provide memos and documents to parents in 8 official languages so that correspondence is understood by parents 5) The schools website will provide information in each of the covered 8 languages with regard to the rights of parents to having translation services provided when needed.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

1) Surveys received are accounted by our secretarial staff, school aides, parent coordinator, bilingual coordinator and bilingual department supervisor. In addition, parents can call our school phone or communicate with any staff member via email using our school website to express their questions or concerns on the quality and availability of services.