



MANHATTAN EAST MS 224

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 04M224
ADDRESS: 410 EAST 100TH STREET
TELEPHONE: 212-860-6047
FAX: 212-410-0678

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS224 **SCHOOL NAME:** Manhattan East School for Arts & Academics

SCHOOL ADDRESS: 410 East 100th Street; NYC, NY 10029

SCHOOL TELEPHONE: 212-860-6047 **FAX:** 212-410-0678

SCHOOL CONTACT PERSON: Melissa Cancel **EMAIL ADDRESS:** mcancel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lorin Barnes-Farrow

PRINCIPAL: Liliana Sarro

UFT CHAPTER LEADER: Kathleen Lekadou

PARENTS' ASSOCIATION PRESIDENT: Jacqueline Segui

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 04 **SSO NAME:** CEI-PEA

SSO NETWORK LEADER: Linda Guarneri

SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Liliana Sarro	*Principal or Designee	
Elisabeth Castelli	*UFT Chapter Chairperson or Designee	
Jacqueline Segui	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lliana Villegas	Member/Staff	
Lorin Barnes-Farrow	Member/Staff	
Melissa Cancel	Member/Staff	
Simone Vinocour-McKeever	Member/Parent	
Angela Davie	Member/Parent	
Ruth Artis-McCloud	Member/Parent	
Michelle Meadows	Member/Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our **School Mission** is to provide a safe and caring learning environment for our students that fosters respect for self and others, high academic expectations, and a working knowledge of the arts. This knowledge goes beyond the arts integration, and recognizes each student's need to achieve academic excellence and individual artistic expression, using the best of traditional and new technological methods, facilitated by dedicated teachers working in collaboration with, and supported by, parents, administration and the community.

The **Manhattan East** Community is an unusual one. Our students are highly motivated, with a proven record of academic excellence and an interest in the arts or math and science. Our educational team is fully committed to insuring the success of our students by adhering to the philosophy that a rigorous, multicultural, interdisciplinary, challenging curriculum with a hands-on, experiential approach coupled with high expectations will provide all students with the opportunity and freedom to achieve and excel.

The **Manhattan East** Student Body is a diverse one ethnically, racially, and socio-economically. Approximately 265 students in grades 6, 7, and 8 travel to **Manhattan East** by bus and subway from Manhattan, Brooklyn, Queens, Staten Island, the Bronx, and Riverdale. They have much in common, as they share a genuine commitment to the **Manhattan East** community and to their work as students here. Deeply respectful of one another's talents, they shine in many ways as they master the rigorous Regents level curriculum and gain new skills in the visual and performing arts. Our daily average attendance rate is 95%.

The **Manhattan East** educational program is designed as a challenging, rigorous arts-infused academic program that meets the needs of highly motivated, gifted and talented students. Our curriculum is stimulating and experiential, and includes core curriculum classes, a community service component, and a wide range of elective offerings.

All **Manhattan East** students are required to complete coursework in English Language Arts, Science, Mathematics, and Social Studies. In addition, all students receive Spanish as a foreign language. Our program is an accelerated one that enables our students to complete Spanish Proficiency 1, Integrated Algebra Regents, Regents English, Regents US History & Government, and Regents Earth Science before entering High School.

The Parent Advisory Council is an integral part of the **Manhattan East** community, sponsors and organizes many of the above activities, and is in frequent consultation with the Principal. The PAC holds an open meeting for all parents on the second Tuesday of every month, and is represented on our School Leadership Team. Current PAC initiatives include:

- *Sponsorship of special fundraising events*
- *Development of the School Directory*
- *Development of the Parent Education Program to impart information and guidance on adolescent related issue.*

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Manhattan East School for Arts & Academics			
District:	04	DBN #:	04M224	School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					93.9	93.8	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					97.0	97.0	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	83	87	85	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	89	93	99		41.4	48.7	35		
Grade 8	99	86	90						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					0	0	0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	25	24	24						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	12	39	TBD		
Number all others	1	1	2	Superintendent Suspensions	1	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	6	8	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	17	17	17
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	1	1	2
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	1	1	1
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.4	0	.4	Percent more than two years teaching in this school	25	41.2	64.7
Black or African American	30.3	31.2	28.8	Percent more than five years teaching anywhere	31.3	29.4	41.2
Hispanic or Latino	48	44.4	46.4				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	5.6	7.7	Percent Masters Degree or higher	81	82	88
White	15.5	18.8	16.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83	79.8	83.3
Multi-racial							
Male	43.5	45.1	45.6				
Female	56.5	54.9	54.4				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	In Good Standing	ELA:	
	Math:	In Good Standing	Math:	
	Science:	In Need of Improvement - Participation	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	X*			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	--			
Hispanic or Latino	√	√	--			
Asian or Native Hawaiian/Other Pacific Islander	--	--	--			
White	√	√	--			
Multiracial						
Other Groups						
Students with Disabilities	--	--	--			
Limited English Proficient	--	--	--			
Economically Disadvantaged	√	√	X*			
Student groups making AYP in each subject	5	5	0	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	66.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Step #1—Selecting a School-Wide Focus

After reviewing and analyzing Manhattan East's performance and progress in both ELA and Mathematics, as reported on our 2008-2009 Progress Report we found that the school met our AYP. ELA continues to show less growth than Math and will therefore continue to be an area we will focus on. The area where the most growth will need to occur is in the area of science since we have been designated a School In Need of Improvement due to low participation on the Intermediate Level Science Examination (ILSE). Therefore, we have secured a Campaign for Middle School Success grant from the GE Foundation to provide materials and staff development which will allow our students to succeed in this area. In addition, we will have the entire eighth grade take the ILSE as well as the Regents Earth Science exam in order to eliminate the problem with participation.

The schools percentage of students at proficiency in ELA is 90%, compared with 92% in Mathematics. The median student score in ELA is also lower, a 3.35 compared with a 3.79 in Mathematics. ELA is also the weaker content area in terms of progress; only 54.8% of students made at least one year of progress in ELA, compared with 65.9% in Mathematics. The change in proficiency for Level 3 and 4 students in ELA was .03, whereas in Mathematics the change was .02. Although the ELA students showed slightly greater improvement they still need to have greater overall gains in order to match the success of the math program.

Step #2—Selecting a School-Wide Sub-Population

In order to identify a sub-population of students whose academic achievement is outside of the school's sphere of success, the Inquiry Team first looked at the Gains Exam Report in order to determine which students earned scores with the severest drops between the 2007-2008 and 2008-2009 school years. Using this criterion, we will identify those students who have dropped a level or more on the ELA. The Inquiry Team will consider students from all levels of achievement because of the slightly narrower range of ability within Manhattan East's student body (all students are required to be a level three or four when they enter as sixth-graders, with the exception of the special education students). The "bottom third," consequently, is comprised mostly of students who are performing at level, and many of these students might have made gains in the time they've been at Manhattan East.

Some of the students in the top third, conversely, might have nonetheless dropped significantly in their scale score between the 2007-2008 and 2008-2009 ELA tests. We wanted the selection of the sub-population to be influenced by these unique aspects of our school. We omitted considering sixth grade students because their lack of progress is not as directly a reflection of what is happening at Manhattan East as the other two grades.

In order to address the SINI status in science the special education students will be focusing on basic science skills and the school has begun to adapt the science program to address the NSTA standards of science instruction. Through this process the students will have a more cohesive experience in science. The science instructors have been meeting with administration once a week in order to identify and address curriculum changes that are necessary for their success.

Step #3—Selecting a School-Wide Proficiency Range

Because our school expects all students to be performing at Level Three or Four, the inquiry team developed two separate but related goals for the sub-population of students identified: all students should demonstrate gains in their scale score substantial enough to recoup their previous losses, and any students of the group who earned lower than a Level Three last year should return to (at least) their former best this year. Teachers in all content areas will be made aware of the students that comprise the sub-population, and the Inquiry Team will combine the test data with the results of a questionnaire distributed to teachers in order to determine the target population of 15 to 30 students within the sub-population.

In order to insure that the school addresses the need to have 80% of the school taking the science exam, the entire eighth grade will be required to take the Intermediate Level Science Examination. From this implementation we expect to exceed the requirement of 80%.

Step #4—Selecting a Target Population Skill Revise

Using the Acuity Item Analysis reports for the prior school year (2008-2009) we then looked for patterns across the two grades that revealed gaps in understanding specific skills. We did not, however, only look at how many students marked the wrong answer for a certain type of question; the frequency with which that kind of question appears was also a consideration. Keeping these issues in mind, we identified the following deficiencies within each grade:

Seventh Grade—Sequence of Events & Comparing & Contrasting

Being able to recreate the pattern of a story or an occurrence and the ability to find similarities and differences in a variety of circumstances

Eighth Grade—Vocabulary and Writing Responses

Students should utilize context clues to identify vocabulary and enlarge their current vocabulary as well as responding to a variety of literature by expressing their opinions and analyzing the piece they are exposed to.

Because the areas of greatest need differed across the three grades, the Inquiry Team decided to make the Target Population Skill grade-specific, focusing on the skill listed above for each student of the target population within that grade.

Step #5—Selecting a Target Population Sub-Skill

Within each grade, the Inquiry Team will choose a specific sub-skill that will aid students in answering the questions that were most frequently answered incorrectly on the diagnostic test. The sub-skill chosen by the Team will be developed by first looking at the questions themselves—how are they phrased, and what exactly are they asking the student to do? Once these questions are answered, the Team will focus skills that will be the most useful to students in their effort to achieve a higher score on the test:

Seventh Grade— Sequence of Events & Comparing & Contrasting

Students will utilize a variety of visual aids, such as a time line, to develop better skills in recreating the sequence of events. The use of visual aids will be expanded to include Venn Diagrams across all subjects to practice the skill of Comparing & Contrasting.

Eighth Grade— Vocabulary and Writing Literary Responses

Students will practice basic vocabulary skills across the curricula. In addition to English class, students will be encouraged to write opinion pieces in response to a variety of documents from other classes.

Step #6—Target Population Selection

The fifteen to thirty students who “characterize the types of instructional challenges that students in the school-wide focus sub-population represent” will be selected in the following way:

1. Teachers of all subjects will fill out a form that asks them to list ten students who are earning the lowest grades in their classes. This will enable the whole staff to be involved, to an extent, in the selection of the target population.
2. The Inquiry Team will then select fifteen students, considering both the data and the students who appear most frequently on the teachers’ lists.

This selection process will take place after first semester, during the November and December Inquiry Team meeting. Once we have identified the students of the target population, we will return to the diagnostic tests administered last year to determine what sub-skills, beyond the one already selected for each grade, these students are failing to master. This data will inform the additional instruction we give to these selected students.

Step #7—Focus & Goals

In order to define the focus of the inquiry, the Inquiry Team has posed the following question regarding the targeted population of students:

Why have these students, who demonstrate a range of academic ability, experienced such severe drops in their ELA scale scores?

The Inquiry Team will attempt to discover this answer by analyzing student responses to the interview questions and by tracking each student’s progress by assessing their use of the strategies we suggest to them. We will also be looking at the interim ELA test results to see how the targeted students are doing

overall and, more specifically, how they're performing in the specific skills and sub-skills we've identified. As stated before, the goal for the students in the targeted group is to raise their scale scores back to their previous highs and even higher, and to ensure that all students are performing at least at their grade level.

The work that the Inquiry Team is doing will inform the work of all teachers by raising the level of awareness amongst the teaching staff. The interview questions will hopefully reveal the ways in which what a student thinks is happening in a classroom can sometimes be quite different from what a teacher thinks. Involving the whole staff in the targeted population selection will create a community of educators within the school that is focused on one purpose: improving the academic achievement of the students of Manhattan East.

Step #8—Action Plan

The strategic learning experience we will provide differs for each grade, as mentioned above. The seventh-graders will focus on sequencing skills and comparing and contrasting. The eighth-graders will develop their vocabulary and practice writing literary responses. For both grades, this beginning activity will be the first of many strategies that the Inquiry Team teaches them. The targeted students will either work with Inquiry Team members in class, if that possibility is there, or during the extended day. The Team will give periodic informal assessments of the work that's being done in order to evaluate its effectiveness.

Classroom teachers will provide this intervention by working it into the things they are already teaching. The Inquiry Team will provide any materials necessary and explain how to teach the strategies at staff meetings. For regular classroom teachers, the strategies will be taught during regular class time or, if they prefer, after school during the extended day.

Success will be determined by periodic assessments comprised of old exam questions that test the same skill. If students are not answering these questions correctly, increasing their accuracy over time, the Inquiry Team will determine why this is so, and then act accordingly—either the teaching of the strategies will be revised or another approach will be introduced altogether.

The majority of our students are performing at Levels III and IV. Unlike other similar schools with respect to our performance levels, our school is predominantly minority. Our school is made up of 46% Hispanic, 29% African American, 16% White and 9% other minorities as per our 2008-2009 demographics. Our curriculum infuses the arts with the academics. Our attendance rate is 95%. Our students represent four boroughs of New York City, more than half of them traveling more than one hour to arrive at school.

We attribute the success of our school to strong parent involvement. The staff and the parents have open communications on a daily basis. Parents are true partners with the school in the education of their children.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: By June 2010, 80% of the students will show at least 1 year annual progress on the ELA exam.

- Use of data analysis to identify our areas of strengths and weaknesses such that we can adapt our curriculum to address those needs.

Goal 2: By June 2010 the current inquiry team will coordinate the formation of grade and departmental teams such that 100% of the staff is on at least one team that is conducting action research.

- Formation of Inquiry team
- Creation, disbursement, and correlation of Teacher Surveys
- Grouping of students based on needs assessment
- Selection of appropriate materials
- Coursework design
- Re-evaluation of student skills using predictive assessments
- Formation and maintenance of team information on ARIS

Goal 3: By June 2010, 75% of the staff will have received training on the use of Differentiated Instruction as a tool for meeting the needs of students at or above achievement levels.

- Teachers will participate in bi-weekly meetings focusing on planning and developing differentiated instruction.
- Teachers will develop projects and rubrics appropriate for assessing student performance.
- Continuation of bi-weekly Differentiated Instruction professional development by our SSO, CEI-PEA.

Goal 4: By June 2010, 80% of the areas of concerns and areas of recommendation for improvement identified by the 2009-2010 School Quality Review will have had plans developed for improvement.

- The SLT will develop plans to improve areas identified as points of concern in the 2009-2010 School Quality Review.

Goal 5: By June 2010, we will have a 95% participation rate on the Intermediate Level Science Examination.

- The entire eighth grade will be required to take the Intermediate Level Science Examination as well as the Earth Science Regents exam.

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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Language Arts: Grade 6

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of the students will show at least 1 year annual progress on the ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Each semester, students will:</p> <ul style="list-style-type: none"> • Engage the year’s over-arching theme through creative writing and short stories • Read a collection of prose and poetry • Read 2 novels • Understand and study elements of grammar during “Grammar Mondays” • Focus on particular skill sets in preparation for standardized state exams • Participate in a reading workshop once a week, reading an independent reading book, discussing ideas about readers and reading, and engaging literature through different reading skills
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>All staff and substitutes will be paid by tax levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Regular Progress reports available on Teacherease.com.</p> <p>Students will display success by:</p> <ul style="list-style-type: none"> • Writing a letter to themselves, identifying their goals for the year and how they see themselves at that moment • Producing interpretations of poetry

- | | |
|--|---|
| | <ul style="list-style-type: none">• Writing a poem stating who they are by explaining where they came from• Producing creative writing pieces connecting to the year's over-arching theme, drawing on personal experiences and viewpoints• Writing a letter from a character examining static and/or dynamic elements of the character through the progression of the book• Writing structured expository "Perfect" paragraphs• Editing grammar paragraphs• Producing responses to their independent literature in the form of "Reading Bucks" (skill sets)• Performing successfully on class quizzes and tests |
|--|---|

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Language Arts: Grade 7

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of the students will show at least 1 year annual progress on the ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Each semester, students will:</p> <ul style="list-style-type: none"> • Read 1 novel • Read 2 plays • Engage with the year’s over-arching theme by reflecting on their personal growth during the school year via a letter to themselves • Participate in a Reading Workshop once a week, read an independent reading book, discuss ideas about readers and reading, and engage with literature through different reading skills
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>All staff and substitutes will be paid by tax levy.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Students will display success by :</p> <ul style="list-style-type: none"> • Writing a personal memoir reflecting the style of the novel • Writing a response from the character’s point of view to engage the text • Writing an additional scene for a play/reinterpreting a pre-existing scene, following dramatic format • Writing a newspaper article based on the play <i>12 Angry Men</i> • Writing a 5 paragraph expository essay

- | | |
|--|---|
| | <ul style="list-style-type: none">• Writing a letter to themselves that they will receive upon graduation• Producing responses to their independent literature in the form of “Reading Bucks” (skill sets)• Performing successfully on class quizzes and tests |
|--|---|

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Language Arts: Grade 8

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of the students will show at least 1 year annual progress on the ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Early in the year, students will write a letter to the incoming president, citing social and political issues that they believe demand urgent consideration in today’s world. Next, students will write a thematic essay in which they analyze characters in two novels that they consider to be heroes and/or fools (using <i>To Kill a Mockingbird</i> by Harper Lee and <i>Of Mice and Men</i> by John Steinbeck). They will then use these expository skills to write a critical analysis of William Shakespeare’s <i>Hamlet</i>. This will be followed by a close reading of <i>Narrative of the Life of Frederick Douglass</i>. Later in the year, students will write a coming-of-age narrative in which they mimic the literary styles of such writers as Rudolfo Anaya (<i>Bless Me, Ultima</i>) and Gene Luen Yang (<i>American Born Chinese</i>). This will be followed by an extended research report on the topic of the Great Depression, after reading <i>The Bluest Eye</i> by Toni Morrison. Finally, students will demonstrate how to perform an intricate task through writing a technical manual.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>All staff and substitutes will be paid by tax levy.</p>

Indicators of Interim Progress and/or Accomplishment

*Include: interval of periodic review;
instrument(s) of measure; projected gains*

Students will display success by :

- **Writing a letter to the incoming president**
- **Writing a thematic essay that centers on character analysis in two novels**
- **Writing a critical analysis of Shakespeare's *Hamlet***
- **Participating in a close reading of Frederick Douglass's slave narrative**
- **Writing a coming-of-age personal narrative**
- **Writing an extended research report on the topic of the Great Depression**
- **Writing extended in-class essays at the end of each unit of study**
- **Writing thoughtfully and reflectively at the beginning of each class**
- **Analyzing poetry and literary elements**
- **Studying basic rules of grammar and punctuation**
- **Comparing and contrasting film interpretations of literary works**
- **Participating in Socratic Seminars**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional Development

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the current inquiry team will coordinate the formation of grade and departmental teams such that 100% of the staff is on at least one team that is conducting action research.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Inquiry Team will insure that 100% of the staff is meeting and conducting action research by regularly reviewing the progress of the groups on ARIS and assisting in the acquiring and interpreting of data.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Registration of teams on ARIS • Record of meetings for each team and their accomplishments • Accumulation of Data for identified students • Review of identified alternate approaches • Summary of work

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the current inquiry team will coordinate the formation of grade and departmental teams such that 100% of the staff is on at least one team that is conducting action research.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The inquiry team will review the action research work by all the departments and teams. The teachers will be conducting action research which will translate into better academic performance and increased scores on the citywide exams.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>All staff will be paid by tax levy.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • List of inquiry team members, departmental teams & members as well as grade level teams and members. • List of identified targeted students • Student and teacher interview data • Longitudinal achievement Data • Portfolio of Student Work • Identify metacognitive strategies and assess their success • Published results if study shared with staff (faculty conference notes)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional Development

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 75% of the staff will have received training on the use of Differentiated Instruction as a tool for meeting the needs of students at or above achievement levels.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school will hire a consultant to focus on training staff to create and utilize differentiated instruction. The consultant will meet monthly with the staff for professional development as a whole group. The consultant will meet in smaller departmental groups to address specific needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funds for Public Schools (GE Foundation Grant)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased use of Differentiated Instruction by teachers during formal and informal observations as seen on the observation tool.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Learning Environment

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of the areas of concerns and areas of recommendation for improvement identified by the 2007-2008 School Quality Review will have had plans developed for improvement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The School Leadership Team will evaluate the Learning Environment Survey from 2010. The SLT will identify those areas in need of redesign. The SLT will create a plan for each identified area as well as a timeline for completion.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Record of the SLT meetings • Identification of the areas in need of redesign • Creation of plans and timelines to address those areas identified.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will have a 95% participation rate on the Intermediate Level Science Examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The entire eighth grade will take the Intermediate Level Science Examination.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>All staff and substitutes will be paid for by tax levy.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The students will have a participation rate of 95% as determined on the School Report Card.</p>

Page 30 is a blank page. CEP continues on Page 31.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	0	0	0	0	0	0	0	0
7	0	1	3	0	1	0	0	0
8	3	2	3	3	6	0	0	0
9								
10								
11								
12								

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

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

Science:	As needed, students identified as at risk, are provided after school tutoring. The focus of this work is review of basic skills, review of curriculum, test preparation and laboratory skill assistance. This may be done in small group, one on one or as peer tutoring depending on the needs of the student.
Social Studies:	As needed, students identified as at risk, are provided after school tutoring. The focus of this work is review of basic skills, review of curriculum, and test preparation. This may be done in small group, one on one or as peer tutoring depending on the needs of the student.
At-risk Services Provided by the Guidance Counselor:	Individual and small group counseling in: <ul style="list-style-type: none"> ○ High School articulation ○ Self-esteem ○ Academic requirements ○ Empowerment
At-risk Services Provided by the School Psychologist:	As needed, individual counseling
At-risk Services Provided by the Social Worker:	As needed, individual counseling
At-risk Health-related Services:	As needed, individual and family counseling (Mt. Sinai and Union Settlement)

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – LAP Narrative is below

At Manhattan East we have 7 students who are identified on ATS as ELLs. An ELL is defined as a student learning English for the first time, as described by the Office of ELL's from the NYCDOE. In order to receive this classification they speak a language other than English at home and score below a state-designated level of proficiency in English upon entering the New York City public school system. The term ELL as applied to the students at Manhattan East is inaccurate. These students have all received their instruction in English since entering the New York City public school system and have all been ELL's for more than three years. All but one student have been in an English language school since beginning their education. They are all special education students whose disability limits their ability to perform well on the examination. All of these students have difficulty in the areas of writing and reading comprehension. This assessment is based on the evaluation of the SBST team, and is supported by the results of the ELA, math, ACUITY and teacher assessments.

In order to best meet the needs of our special needs students we have paired up our special education teachers with our math and science teachers to team teach in those subject areas. The rationale behind this is the need to have certified teachers in the subject areas for instruction of the content. The special education teacher is there to provide accommodations such as modification of the language to be more comprehensible for the proficiency level of the student, language acquisition, vocabulary development, insure their identified IEP's are being addressed, insure that the curriculum provides multi-sensory instruction and provide adaptations and modifications of the curriculum and environment. This modification takes place for 12 class periods or 34% of their program.

In order insure that parents fully understand the program provided to their students the school has multiple opportunities for the parents to receive this information. During parent orientation the staff reviews the overall programs within the school. At the start of the school year during curriculum night the parents are given the opportunity to speak to their child's subject area teachers in order to learn how the curriculum will be taught to their child. For all of our ELL's who are also special education students there is also their annual review. On each of these occasions there is a staff member provided who is able to translate whenever necessary.

As a part of each child's IEP they are designated assorted support services. Most of our ELL students receive counseling. In addition the school has acquired an online grade-book so that parents can have access to their child's grade in each class on a regular basis. Furthermore, the staff make frequent phone calls and email parents regularly to update them on their child's performance.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6-8 Number of Students to be Served: 7 LEP _____ Non-LEP _____

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The students in our school identified as ELL students are IEP students. Their instruction is differentiated according to their IEP's and mandated to support the IEP. As such, the Special Education teacher is the primary provider of their services. The IEP determines the types of services dispensed, the number of hours/periods and the focus for the curriculum.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

School: MS 224 BEDS Code: 04-M224

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)

Travel		
Other		
TOTAL		No Title III funding

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents are surveyed at time of student enrollment and again during "Orientation Night", in June to determine their need for translation services. All of our ELL students have been attending New York City Public Schools in excess of three years and have their information posted on ATS. We confirm the accuracy of the information and then utilize it.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have approximately 16 parents that are dominant in Spanish. This information was determined utilizing ATS. There are a limited number of parents who require translation services in Spanish. These services are provided by the current staff. Those notices sent out for parent informational purposes by the school are translated before-hand and disseminated to those students. The staff at the school has been informed orally, and in writing regarding which students' parents will require translation services when contacted. This information is also listed on the blue cards.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Several staff members are bilingual (Spanish.) Important documents that are not translated by the DOE are translated by staff. Documents disseminated by the school to the parents are translated prior to being disseminated so that there is no difference in notification time. It is all done in-house.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations are provided at all meetings by the bilingual staff that includes the principal, parent coordinator, guidance counselor, parent association president, and three teachers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are informed at time of enrollment, at the Orientation Night, and at all subsequent meetings. Translation services are also discussed in written form on the school's website.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	343.00	166,542.00	166,885.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3.43		3.43
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1665.42	1665.42
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17.15		17.15
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		8327.10	8327.10
6. Enter the anticipated 10% set-aside for Professional Development:	34.30		34.30
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		16654.20	16654.20

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School wide policy statement addressing the school’s Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. Manhattan East supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Action Committee, School Leadership Team, Curriculum Night, Parent-Teacher Conferences, the use of an online grading book for instant information and as a communication tool with teachers.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

The principal allows for the flexible scheduling of meetings. As a policy the times of meetings are varied in order to insure that as many people as possible are able to attend. In addition the school communicates with the Parents by sending emails, notices in student backpacks and through the Postal Service in order to insure that the community at large is kept informed. The PAC & school send out a monthly newsletter with important dates. Translation services are provided by the staff and if necessary an outside volunteer is recruited.

Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.

Parents receive a monthly newsletter which highlights important events and dates. In addition all notices are available in alternate languages upon parental request. Any important information is sent home in the student backpacks and an email blast is sent. Whenever a parent appears to be unresponsive or unavailable a personal phone call is made to insure that they are aware of the information.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

The Parents portion of the Needs Assessment is thoroughly scrutinized from our Report Card in an effort to address any issues parents may have. The PAC, their executive board and the SLT meet monthly in an effort to address any issues that arise during the course of the school year. In addition the PAC holds elections for the officers' positions and the SLT. These elections are held after a notice is posted in the monthly newsletter, a flyer is sent home via backpack and an email notifying parents has been sent. All elections are held in June for standing positions and documents are reviewed in September and October.

How we will assess the efficacy of our involvement plan.

The best indicator of success is the continued involvement of parents in the school's functions. The attendance of the Parent body at the PAC meetings and school functions directly reveals their involvement. Furthermore, a record is kept of the emails received from parents with their comments and concerns.

How we will involve parents in the development and approval of the School/Parent Compact.

This is the first year where we are developing a formal parent compact. The Title I committee, the SLT and the PAC will work together to develop a Parent Compact that meets the school's needs and addresses the concerns of the DOE and all NCLB requirements.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

Parents will be involved through regular updates in the school newsletters and via email blasts as to the progress that the school is making in developing our compact. Their opinion, concerns and comments will be solicited at that time. This will allow us to insure that the School/Parent Compact is a shared voice.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Compact:

This is the first year that Manhattan East will be receiving Title I funding. Since this is our first year we will be working to develop a full School-Parent Compact over a series of meetings early in the year.

See PIP for the description of School's, Parent's and Student's responsibilities.

The Title I committee will be meeting in tandem with the SLT on a biannual basis to review the use of title I funds and in an effort to evaluate the School-wide Plan. All communications between the school, PAC and parents take place through a three step process. Announcements of important information are placed in the school newsletter which is mailed home to the school community once a month, in addition an abbreviated version is sent out via email and a flyer of important information is sent home via student backpacks. In this way we are able to insure that parents are able to be active participants in the school process.

In an effort to provide parents with regular reports on their child's progress we have purchased a subscription to an online grade-book so that parents can get daily up dates on their child's academic performance. In addition, teacherease.com has an email component which offers both parents and teachers the ability to communicate on a regular basis. The school regularly invites parents to come in and meet with teachers in a variety of conference styles from individual teacher and parent to a full grade level team meeting with the parent. In this way the students' needs can be more fully addressed.

Currently the PAC is soliciting volunteers from the Parent body to act as class parents for phone trees, school trips and to assist teachers in classrooms when appropriate. This role will be explored through the PAC and SLT.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

In order to develop a curriculum for the coming school year, the staff at Manhattan East will be utilizing the Acuity assessments, state examination results, and data collected from the Regents exams. This data will be used to identify areas of strengths and weaknesses. Once these areas are identified, the curriculum will be adapted to address the needs of the students moving into the new school year. Acuity in particular will be utilized to identify patterns, as well as groups of students that need development within specific skill sets. The teachers will meet as departments and as grade teams. This will allow them the opportunity to reinforce identified skills

The students within Manhattan East are referred to as talented and gifted. The language used in the school speaks of higher aspirations and long term goal-setting. Within the sixth grade, the students are introduced to the high school selection process. They are introduced to those high schools that specialize in educational opportunities that allow students to succeed in college. The school culture at Manhattan East assumes that everyone is going to college.

The curriculum at Manhattan East is designed to offer students opportunities to take as many Regents exams as possible. This allows them to enter their High Schools in an accelerated position which will allow them to obtain access to college level programs and coursework (AP classes) earlier.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Students at Manhattan East are meeting AYP in ELA and Math. Currently we are working to insure that 80% of the students take the Intermediate Level Science Examination. In this way the school will meet all criteria.

In order to insure that students are exposed to an enriched and accelerated curriculum we have secured a GE Foundation Grant which will supply us with a consultant. The consultant will be working with teachers to develop differentiated instruction, the use of portfolios as an assessment, individual development on utilizing data to drive instruction and the use of study groups. In addition the staff is meeting as departments and grade level teams. This will allow the school to develop vertical and horizontal coherence in the classes as well as providing a resource for best practices with those students identified as at-risk or in need of assistance. Overall the curriculum at Manhattan East is rigorous and meets the needs of the majority of the student population since 90% of the student population met AYP in ELA and Math.

3. Instruction by highly qualified staff.

100% of the teachers at Manhattan East are highly qualified as per our Report Card.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

In order to insure that students are exposed to an enriched and accelerated curriculum we have secured a GE Foundation Grant which will supply us with a consultant. The consultant will be working with teachers to develop differentiated instruction, the use of portfolios as an assessment, individual development on utilizing data to drive instruction and the use of study groups. In addition the staff is meeting as departments and grade level teams.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

This currently does not apply to us.

6. Strategies to increase parental involvement through means such as family literacy services.

In order to insure that parents are involved at Manhattan East we have a multiple contact approach. The school mails a monthly newsletter out. In addition, an email blast is sent to the parents for all important events and there is a flyer sent home in each child's backpack. For

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

This does not apply to our school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Currently the staff at Manhattan East is meeting within their departments in order to develop portfolios and share their assessments of the students now that they have transitioned into the next grade. As a part of this process the staff has been manipulating their curriculum to address the needs of the grade level as they have transitioned into their curriculum. In addition, they are working to develop goals for the students based on the assessments currently available from ARIS, ACUITY, and teacher developed tests. As the school year progresses they will be meeting in grade level meetings where they will be working to identify struggling students within their own course and across the grade in an effort to identify and share practices which will assist these students in achieving.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Currently the staff at Manhattan East is meeting within their departments in order to develop portfolios and share their assessments of the students now that they have transitioned into the next grade. As a part of this process the staff has been manipulating their curriculum to address the needs of the grade level as they have transitioned into their curriculum. In addition, they are working to develop goals for the students based on the assessments currently available from ARIS, ACUITY, and teacher developed tests. As the school year progresses they will be meeting in grade level meetings where they will be working to identify struggling students within their own course and across the grade in an effort to identify and share practices which will assist these students in achieving.

Those students identified through this process will be scheduled for after school tutoring in identified areas as well as increased parent contact in order to insure their attendance and that they are completing assignments in a timely fashion.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The administration at Manhattan East identifies all students entitled to additional assistance based on the mandated criteria. Once these students are identified they are met with individually and/or in small groups in order to provide the information to the students and their parents. The families of these students are required to respond whether they accept or decline the services so that we can insure that the appropriate communication has occurred. If for any reason a family does not respond the parent coordinator will contact them directly in order to insure they have received the appropriate information.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Our school met it's AYP in English and Math. We will ensure that our participation rate on the Intermediate Level Science Examination increases to the required rate by offering the exam to all eighth grade students along with the Earth Science Regents Examination.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
-
- 4. Coordinate with and support the regular educational program;
 - 5. Provide instruction by highly qualified teachers;
 - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - 7. Provide strategies to increase parental involvement; and
 - 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Improvement Year 1-Science **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

The school was identified for not having a sufficient participation rate on the Intermediate Level Science Examination.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

The school will have the entire eighth grade take the Intermediate Level Science Examination as well as the Earth Science Regents Exam.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The Professional Development funds will be utilized to provide training in differentiated instruction in the science classroom.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)

Through a grant from the GE Foundation we have been able to hire a consultant who will be working with the teachers to increase the use of differentiated instruction in the curriculum and for the development of portfolios.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will be sending out a letter via backpack from the Principal. In addition, the parents will receive the letter via email. Those parents who do not have email will receive a phone call regarding the schools status and the services that they are now entitled to.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Past ELL's have had IEP's which outlined specific goals and identified learning styles most appropriate for the students. The students currently identified as ELL's are newly enrolled in the school and are therefore in the process of undergoing assessment. In analyzing the data on ACUITY, ARIS and NYStart it becomes apparent that each student has unique needs in the area of English Language Arts. This therefore requires the teachers to develop a differentiated instruction which meets their unique needs especially since they are Level 3's even though they are ELL's. They require specific development rather than a general curriculum. Past ELL's have had IEP's which outlined specific goals and identified learning styles most appropriate for the students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In the process of reviewing the curriculum it was found that ELLs in English class were not following an instructional plan developed by the city, state or agency. The curriculum was designed and implemented by the classroom teachers. This led to a variety of experiences among the students depending on who the instructor was. In addition, they did not have the same series of experiences that the general population of students had. Their experiences were similar but did not utilize more appropriate materials. In this way their unique needs were met allowing for individual growth. It is our expectation that the same will be found for the current ELL students newly enrolled in the school.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will not need additional support from central. Currently we are receiving assistance from our PSO in developing a curriculum specifically addressing the needs of individual students. This initiative is for all students but will be utilized to address the specific needs of ELLs as part of the training.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As members of the exempted schools we do not utilize the materials listed above. We have a curriculum that we developed that is based on the state standards. This curriculum allows us to address the standards and off the Integrated Algebra Regents exam to our eighth graders. This does not apply to us.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school is one of the original exempt schools and does not follow the curriculum spoken above. Our curriculum is based on the state standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school identified a need to continue developing differentiated instruction as one of our goals for the coming school year. Furthermore, the school is implementing a school-wide portfolio policy which will allow students to develop self-assessment skills on a variety of assessment tools.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In reviewing the coursework being offered we found that although the school utilized projects and collaborative learning, it was not sufficient. This was done through the learning environment surveys compiled for our SQR and appeared to be expressed by the school population in general.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

At this time we have secured a GE Foundation grant which will provide a staff developer who meets regularly with a portion of the staff for individualized planning on differentiated instruction. In addition she provides staff development of the concept and techniques to the staff as a whole. This year she is also working on the design and implementation of portfolios. NO additional support from central will be required.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will review the SQR and perform an internal assessment utilizing peers from other departments to do a time on task assessment. In addition the scores from the predictive exams and the citywide math exam will be utilized..

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In reviewing our program we have found that our program is accelerated. The eighth graders take Integrated Algebra. The completion of this regents level course work requires they complete the standard sixth, seventh and eighth grade curriculum by the end of the seventh grade year. Since 75% of the students are passing the Regents exam we do not feel this is applicable.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We do not have a high percentage of new and transfer teachers each year.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This data is apparent in the school progress report.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

We will review our data on our current ELL students to identify their needs in order to identify possible areas for Professional development.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Our ELL students are not typical ELLs. They are special education students whose learning disabilities prevent them from passing the NYSESLAT or they are high achieving on the city-wide exams and on their school report cards.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all

teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We will review our data on our current ELL students to identify their needs in order to identify possible areas for Professional development.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELL students are not typical ELLs. They are special education students whose learning disabilities prevent them from passing the NYSESLAT or they are high achieving on the city-wide exams and on their school report cards. They have attended an English language school system throughout their educational experience.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We are a small school with biweekly teacher meetings and monthly staff meetings. During these meetings we assess the program and share our findings with the school staff at large.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The staff meeting minutes and the professional development offered by our PSO reflect the findings gathered from these meetings.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our special education teachers have gone for extensive training on IEP production.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A review of our IEP's show that we are addressing specific student educational and behavioral needs as evidenced in the classroom environment.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

Currently there are only two students who are in Temporary Housing.

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

The two students are in drastically different academic situations. One of the students is below grade level. As such they are receiving AIS and services as dictated by their IEP. The other student is at grade level. The two students are offered academic assistance by the staff in general. In addition the school secures scholarships for all trips in order to insure that they are able to participate in school events.

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).
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 in the borough Integrated Service Center (ISC) or Children First Network.

Attachment #1

SCHOOL/PARENT INVOLVEMENT PLAN

School wide policy statement addressing the school's Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. Manhattan East supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Action Committee, School Leadership Team, Curriculum Night, Parent-Teacher Conferences, the use of an online grading book for instant information and as a communication tool with teachers.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

The principal allows for the flexible scheduling of meetings. As a policy the times of meetings are varied in order to insure that as many people as possible are able to attend. In addition the school communicates with the Parents by sending emails, notices in student backpacks and through the Postal Service in order to insure that the community at large is kept informed. The PAC & school send out a monthly newsletter with important dates. Translation services are provided by the staff and if necessary an outside volunteer. The school has an

Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.

Parents receive a monthly newsletter which highlights important events and dates. In addition all notices are available in alternate languages upon parental request. Any important information is sent home in the student backpacks and an email blast is sent. Whenever a parent appears to be unresponsive or unavailable a personal phone call is made to insure that they are aware of the information.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

The Parents portion of the Needs Assessment is thoroughly scrutinized from our Report Card in an effort to address any issues parents may have. The PAC, their executive board and the SLT meet monthly in an effort to address any issues that arise during the course of the school year. In addition the PAC holds elections for the officers positions and the SLT. These elections are held after a notice is posted in the monthly newsletter, a flyer is sent home via backpack and an email notifying parents has been sent.

How we will assess the efficacy of our involvement plan.

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The best indicator of success is the continued involvement of parents in the school's functions. The attendance of the Parent body at the PAC meetings and school functions directly reveals their involvement. Furthermore, a record is kept of the emails received from parents with their comments and concerns.

How we will involve parents in the development and approval of the School/Parent Compact.

This is the first year where we are developing a formal parent compact. The school has instituted a Title I Chair. The Title I committee, the SLT and the PAC will work together to develop a Parent Compact that meets the school's needs and addresses the concerns of the DOE and all NCLB requirements.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

Parents will be involved through regular updates in the school newsletters and via email blasts as to the progress that the school is making in developing our compact. Their opinion, concerns and comments will be solicited at that time. This will allow us to insure that the School/Parent Compact is a shared voice.

Attachment #2

School-Parent Compact

This is the first year that Manhattan East will be receiving Title I fund. Since this is our first year we will be working to develop a full School-Parent Compact over a series of meetings that are to be determined. The PAC has designated the Title I Chair and in conjunction with the SLT will be working to completely develop the appropriate committee.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. Manhattan East supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Action Committee, School Leadership Team, Curriculum Night, Parent-Teacher Conferences, the use of an online grading book for instant information and as a communication tool with teachers.

The Title I committee will be meeting in tandem with the SLT on a biannual basis to review the use of title I funds and in an effort to evaluate the School-wide Plan. All communications between the school, PAC and parents take place through a three step process. Announcements of important information are placed in the school newsletter which is mailed home to the school community once a month, in addition an abbreviated version is sent out via email and a flyer of important information is sent home via student backpacks. In this way we are able to insure that parents are able to be active participants in the school process.

In an effort to provide parents with regular reports on their child's progress we have purchased a subscription to an online grade-book so that parents can get daily up dates on their child's academic performance. In addition, teacherease.com has an email component which offers both parents and teachers the ability to communicate on a regular basis. The school regularly invites parents to come in and meet with teachers in a variety of conference styles from individual teacher and parent to a full grade level team meeting with the parent. In this way the students' needs can be more fully addressed.

Currently the PAC is soliciting volunteers from the Parent body to act as class parents for phone trees, school trips and to assist teachers in classrooms when appropriate. This role will be explored through the PAC and SLT.