

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 02M280

School Name: Manhattan Early College School for Advertising

Principal: Matthew Tossman

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M280
School Type: CTE Grades Served: 9
School Address: 411 Pearl Street, NY, NY 10038
Phone Number: 212-225-0880 Fax: 212-225-0882
School Contact Person: Matthew Tossman Email Address: mtossman@schools.nyc.gov
Principal: Matthew Tossman
UFT Chapter Leader: Mary Arevalo
Parents' Association President: Marie Joseph
SLT Chairperson: Matthew Tossman
Student Representative(s): Paul Flores, Ocean Valentine

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Ave, 7th Floor, NY, NY 10001
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: 212-356-7563 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Matthew Tossman	*Principal or Designee	
Mary Arevalo	*UFT Chapter Leader or Designee	
Marie Joseph	*PA/PTA President or Designated Co-President	
Elizabeth Santana	DC 37 Representative, if applicable	
Paul Flores	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melissa Ramos	Member/ parent	
Caroline Clavel	Member/ parent	
Lourdes Figueroa	Member/ teacher	
Carol Sun	Member/ teacher	
Ocean Valentine	Member/ student	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Manhattan Early College School for Advertising (MECA) is a new small, innovative p-tech high school that offers an integrated sequence of high school classes, Associate Degree courses, and workplace learning experiences. Over the six years, students will earn a CTE-endorsed Regents Diploma and a free Associate's Degree from the Borough of Manhattan Community College (BMCC). In addition, students will have access to a series of industry specific experiences designed to prepare students for entry-level positions in the field of advertising and media. Students engage in a rigorous, project-based curriculum that blends art, technology, and creative problem solving. Students have the option to stay at MECA for up to six years and graduates leave ready to enter into a wide range of careers and as strong candidates for four-year colleges.

MECA was established through a partnership between BMCC, the Department of Education, The City University of New York, and industry partners from the American Association of Advertising Agencies.

MECA Mission Statement

The **Manhattan** Early College School for Advertising provides direct access for our students to an excellent education to succeed in high school, college, and career. Building on the life experiences of our students and their families, we are committed to empowering them to continually grow in scholarship, character, empathy, responsibility, and creativity so that all graduates have the ability and commitment to embrace lives of learning and to make positive contributions to the communities in which they live and work.

Key Areas of Focus for 2014-15

- Developing a strong school culture in which every student and family feels welcome and included
- Ensuring that all students have a strong foundation in literacy and math that puts them on the path for high school and college success
- Developing the systems and structures necessary for the future growth of the school

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As an early-college school, MECA students will take college courses at the Borough of Manhattan Community College as early as 10th grade. Students will have the opportunity to take up to 10 college courses by the end of 12th grade and an additional 10 college courses by the end of 14th grade. In order to take these courses, however, students must first demonstrate college readiness as measured by the CUNY college-readiness benchmarks. Readiness in Math can be demonstrated by performance on Regents exams – specifically a score of 80 or higher on a Math exam.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015, at least 65% of 9th grade students will have achieved a mark of 80 or above on the Algebra/Geometry Regents Examination, a pre-requisite for college mathematics courses at Borough of Manhattan Community College. At least 75% will have earned a mark of 65 or better to achieve credit.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All classes at MECA, including math classes, are block scheduled. This provides increased math instruction in the 9 th grade. Specifically, students can earn 2 math credits each semester, 4 credits for the year. This additional time allows for increased support as students develop the foundational skills for high school mathematics.	All students	September through June	Math teacher, Math special educator, principal, programmer
All students are scheduled for an additional 1-hour block of “Math Practice” each week. Math practice is a blended-learning approach utilizing Kahn Academy that allows students to practice targeted math skills based on their individual needs.	All students	September through June	Math teacher, guidance counselor, principal

All students participate in Learning Lab four times each week. Learning lab is a 40-minute small-group tutoring period where students work with BMCC honors students on an academic area in which they have the greatest need.	Students struggling with math as identified by the math teacher and student self-identification	October through May	Principal, math teacher, BMCC honors society volunteers, BMCC professor
One of the four advisory sessions each week is devoted to academic coaching where advisors meet individually with students to discuss their academic progress in all classes including math.			
From 3:00pm – 4:30 pm on Wednesdays and Thursdays, math extra help is offered by the math teacher and math special educator.	Students struggling with math as identified by the math teacher and student self-identification	October through June.	Math teacher, Math special educator
IEP students (both with and without SETTS services on their IEPs) receive 40 minutes of small group math tutoring with the math special educator 4 times per week.	IEP students	September through June	Math special educator
In the month leading up to the January and June Regents, the math teacher will conduct Regents study sessions on Saturdays from 9:00 am – 12:00 pm.	All students	January and June	Math teacher
A geometry class is offered for students who passed Algebra and the Algebra Regents in 8 th grade.	Accelerated students	September through June	Math teacher, programmer
New common core math expectations will be shared and explained to parents at curriculum nights. These events will include resources and strategies that parents can use to support their child.	All students	October and March	Math teacher and math special educator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Block scheduling for academic classes
- Learning Lab scheduling
- Learning lab tutors
- Per session for afterschool tutoring and Saturday school
- Laptops for blended learning
- Advisory scheduling
- Advisory planning with Dibner

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By the end of the first semester, at least 25 students will have achieved a grade in math of at least an 80.
By the end of the first semester, at least 10 students with IEPs will have a passing grade.

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Manhattan Early College School for Advertising is an early college and career high school serving students in grades 9-14. The program blends high school, the first two years of college in an associate’s degree program, and career-readiness and on-the-job training. The school is a partnership between the Department of Education; the City University of New York, Borough of Manhattan Community College (BMCC); the American Association of Advertising Agencies (4 A’s); Deutsch, Inc., a major advertising agency; and Omnicom Media Group, a major advertising agency.

From the start, the school’s designers have placed an emphasis on the soft skills and behaviors necessary for successful college and career performance, as well as on the academic and technical skills required to master the content of the classes in both high school and at BMCC. As well, several of the skills and behaviors identified by college and industry partners for the school relate to attendance and punctuality. In a rigorous college and career preparatory program, daily attendance and timeliness is a vital element of success.

Data from the first few months show that attendance is daily relatively strong, but that a subset of students (~12%) are regularly absent.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Research shows that importance of attendance for student success (Balfanz, & Byrnes, 2012). In addition to the impact on students’ academic success, developing the habit of showing up on-time every day is an important life skill. By June 2015, Manhattan Early College Academy will have an average daily attendance of 94% with less than 10% of students missing more than 15 school days for the year,

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 			
Attendance is monitored daily by the school’s community assistant, the principal, and advisors. Students who arrive late must sign a log in the main office at which point they are sent to class.	All students	Daily	Community assistant

Parents/guardians of all late students receive a reminder phone message via School Messenger. Families of all absent students are called each day by the community assistant. Families of students developing a pattern of lateness or absence are called by the guidance counselor and/or principal.	All students	Daily	Community assistant, guidance counselor, and principal
When necessary, students are referred to the attendance teacher for 407 cases and other family outreach.	Chronically absent students	As needed	Guidance counselor and Network Attendance teacher
Perfect on-time attendance is recognized and celebrated monthly and perfect attendance is celebrated at the end of each semester.	All students	Once and month and once a semester	Community assistant and principal
The first 10 minutes of each day are used for an all-school assembly (morning meeting). In addition to the community building aspect of this time, it also allows for students who arrive up to 10 minutes late to not miss any instructional time.	All students	Daily	Principal and guidance counselor
Professional Skills class meets 1x/week with the explicit purpose of teaching executive functioning skills including personal organization and time management. The curriculum for this course has been developed by the Opportunity Network (Opp Net). Opp Net also trains teachers and provides on-going professional development.	All students	Weekly	Guidance counselor, Advertising and Media Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- CAASS system
- School Messenger
- Morning meeting
- Opportunity Network Partnership

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By the end of January, the daily average attendance will be at least 92% and less than 10% of students will have more than 10 absences.

Part 6b. Complete in **February 2015**.

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Research shows that 9th grade students who fall off track by failing a class have less than a 30% chance of graduating on time (Neild, 2009). This rate may be even greater for students with IEPs. At the mid-way point of the first semester (2014), 85% of students with IEPs were failing at least one class, and 70% were failing two or more classes. As a result of this information, we have resolved to focus on our ICT partnerships in order to better support these teachers and, by extension, their students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers in an ICT partnership will meet at least twice weekly to collaboratively analyze student data, plan, and create curricular material to provide multiple points of entry for a diverse student body. These collaborative partnerships will support the academic achievement of students with IEPs, improving the credit accumulation of students with IEPs so that 80% of students with IEPs will have earned, at a minimum, 2 ELA credits, 2 math credits, and 2 science credits.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 			
Schedule collaborative planning time for all ICT partnerships at least 2 blocks (4 periods) per week.	Students with IEPs	December through June	Principal, programmer
Conduct a monthly data review of all students with IEPs by ICT partnerships with a focus on analysis and next steps.	Students with IEPs	December through June	Principal, ICT teachers
Hold bi-monthly meetings with the Network Special Education Achievement coach.	Students with IEPs	December through June	Network Achievement Coach

Hold monthly "kid-talk" session with all teachers during Monday PD time.	All students	December through June	Principal, teachers
Work with Facing History and Ourselves organization to plan humanities units that meet the needs of a diverse set of learners.	All students	November to May	Humanities teacher and humanities ICT teacher; Facing History consultant
Parents of students in ICT classes will meet with both teachers at conferences and all communications with families will include both teachers.	Students in ICT classes	February through June	ICT teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Scheduling • Use of Monday PD time • Network support • Facing History and Ourselves contract • Atlas TI (curriculum mapping software)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
By the end of the first semester, 60% of students with IEPs will have earned course credits in Math, and 50% will have earned credit in either ELA or Science. (Note: students at MECA are on a block schedule and take either ELA or Science in the fall semester.)				
Part 6b. Complete in February 2015.				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

One of the key benefits to a small school is the personalized attention that all students can receive 78% of our 9th grade students scored a 1 or 2 on the 8th grade ELA test and 85% scored a 1 or 2 on the 8th grade Math test. These data indicates that it will benefit our students if we continuously monitor their academic progress and provide the appropriate supports to help them succeed in high school, college, and career.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have implemented a system to collect and analyze student level data in order to assess the academic progress and needs of students. We will have inputted data into this system a minimum of three times for every student. These data will inform the weekly professional development efforts.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Students will participate in an advisory program that meets four times each week. The advisory goals are: <ol style="list-style-type: none"> 1. Community building 2. Academic support 3. College and Career Readiness 4. Social / Emotional Support 	All students	September through June	Principal, Advisory Coordinators, Advisory planning team
Guidance counselor will deliver PD sessions every other month to help build the capacity of MECA staff to a) identify students in crisis and b) provide all students with emotional and social support.	All students	January through June	Guidance counselor
The Monday PD series will have four goals: <ol style="list-style-type: none"> 1. Data Analysis 2. Kid Talk 	All students	Every Monday	PD committee

3. Planning and Collaboration 4. Sharing Promising Practices			
The MECA staff will identify students in need of special attention based on poor academic performance and will provide individualized attention to these students including checking in with them daily to ensure work is completed.	Lowest third of students	November through June	Principal, guidance counselor, all teachers
MECA will utilize an on-line grading program to help facilitate data collection and analysis	All students	September through June	Principal, guidance counselor
Guidance counselor will meet with all students who receive mandated counseling as part of their IEPs as well as other students who have been identified by MECA staff as needing social or emotional support.	Students with IEPs and students in crisis	September through June	Guidance counselor
Teachers and advisors to keep them up to date on the progress of their child will regularly contact parents.	All students	September through June	All teachers and all advisors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Monday PD time
- Per session for PD committee
- PowerSchool
- Advisory curriculum and support from Dibner Consulting
- Hire a full time guidance counselor
- Additional time in guidance counselor’s schedule for students without IEPs who require counseling services.

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

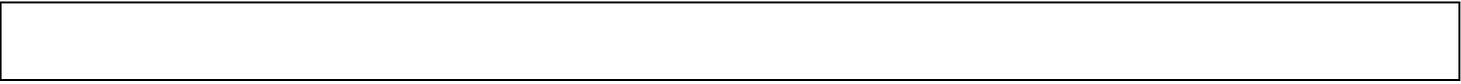
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

- By February, student academic information (grades) will be collected, aggregated and shared with staff on a monthly basis.
- By February 25% of students will have been discussed during a Kid-Talk session.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The foundation of the P-tech model is the integration of high school, college, and career preparation for students. Ninth-grade students at MECA are exposed to all three aspects of the model throughout the school year. This exposure prepares students for college courses that begin in the 10th grade and for industry internships that begin in the 11th grade. Families also need to be made aware of this model. Data from individual meetings with incoming students and their families indicate that students are unclear about the partnerships and about the innovative model of the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015, all students will participate in at least two visits to our partner community college, BMCC. Additionally, 80% of all students will participate in a work-based learning activity with our industry partner, the 4A’s, the national trade association representing the advertising agency business in the United States.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Students will attend a college orientation in the first month of school where they will be introduced to the college and welcomed to the institution.	All students	September	College liaison, principal
A dedicated college liaison will work with MECA and BMCC to coordinate opportunities for students.	All students	All year	principal
A dedicated industry liaison will work with MECA and the advertising and media industry to coordinate opportunities for students.	All students	All year	principal
Students will shadow college students, including visiting a college class.	All students	January	College liaison and principal

Students will participate in a week-long series of site visits to different industry firms.	All students	January and June	Industry liaison and principal
A steering committee comprised of representatives from BMCC and industry will meet monthly to plan and develop additional opportunities for MECA students	All students	November – through June	Principal and college liaison
The industry and college liaisons will make presentations to families to increase knowledge about the opportunities and expectations at MECA.	All students	February through June	College liaison and industry liaison

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Special schedule in January and June to facilitate site visits.
2. Scheduling of steering committee meetings
3. College liaison position
4. Industry liaison position

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
24. Specify a timeframe for mid-point progress monitoring activities.

- 100% of students will have at least 1 visit to BMCC
- 50% of students will have 2 visits to BMCC
- 40% of students will have participated in an industry event

Part 6b. Complete in **February 2015.**

25. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Students whose IEPs indicate they need extra support in this subject area • Students who are earning less than a 70 as their overall course average at any point in the semester • Students who self-identify as needing extra support in ELA • Students who are missing 5 or more assignments 	<p>Extended time is incorporated into the regular schedule at MECA, based on the belief that every student at the school will need additional academic support and intervention in order to effectively participate in a rigorous early college and career program, with college coursework starting as early as 10th grade. This time allows for extended blocks (117.5 minutes daily) of literacy instruction for all students.</p> <p>ICT co-teaching services include parallel teaching, station teaching, small-group instruction, pre-teaching of vocabulary, use of scaffolded graphic organizers, etc. There are also opportunities for small skill-alike pull-out groups during extended literacy blocks.</p> <p>Additionally, AIS</p>	<p>In-class, small-group, or one-to-one, depending on student need and alignment with the content/skills assessed.</p>	<p>During the school day and after school.</p>

		<p>services are supported by the assigned learning lab. During learning lab, all students are provided small group instruction in their area of immediate academic need as evidenced by data.</p> <p>Students that require further intervention are assigned to attend after-school tutoring and homework help that is scheduled for 1.5 hours after school everyday.</p>		
<p>Mathematics</p>	<ul style="list-style-type: none"> • Students whose IEPs indicate they need extra support in Math • Students who are earning less than a 70 as their overall course average at any point in the semester • Students who self-identify as needing extra support in Math • Students who are missing 5 or more assignments • Students who score below a 65 on a practice Regents exam 	<p>All students at MECA also receive increased instruction time in mathematics. Students have extended blocks of mathematics instruction.</p> <p>ICT co-teaching services include parallel teaching, station teaching, small-group instruction, pre-teaching of vocabulary, use of scaffolded graphic organizers, etc. There are also opportunities for small skill-alike pull-out groups during extended blocks.</p> <p>In addition to traditional class instruction, all students receive 60 minutes per week of independently paced mathematics instruction through a</p>	<p>In-class, small-group, or one-to-one, depending on student need and alignment with the content/skills assessed.</p>	<p>During the school day, after school, and Saturdays.</p>

		<p>blended learning model with the use of Kahn Academy online mathematics program. This allows students to receive additional practice and reinforcement of math content while moving through the material at their own pace.</p> <p>AIS services are supported by the assignment of learning lab. During learning lab, all students are provided small group instruction in their area of immediate academic need as evidenced by data.</p> <p>Students that require further intervention are assigned to attend after school tutoring and homework help that is scheduled for 1.5 hours after school everyday.</p>		
<p>Science</p>	<ul style="list-style-type: none"> • Students whose IEPs indicate they need extra support in this subject area • Students who are earning less than a 70 as their overall course average at any point in the semester • Students who self-identify as needing extra support in Science • Students who are missing 5 or more 	<p>Students take Living Environment for one semester of their 9th grade year. This class also utilizes extended instructional time, meeting for 485 minutes each week.</p> <p>ICT co-teaching services include parallel teaching, station teaching, small-group instruction, pre-teaching of vocabulary, use of scaffolded graphic organizers, etc. There</p>	<p>In-class, small-group, or one-to-one, depending on student need and alignment with the content/skills assessed.</p>	<p>During the school day, after school, and Saturdays.</p>

	<p>assignments</p> <ul style="list-style-type: none"> • Students who fall off-track in regards to meeting the 1200 minute lab requirement • Students who score less than a 65 on their Regents practice exam. 	<p>are also opportunities for small skill-alike pull-out groups during extended blocks.</p> <p>At the end of each semester, students will participate in an intensive unit that will constitute a half-day of instruction, everyday for one week. During this living environment intensive, students will have an opportunity to receive remedial instruction for any unmastered content throughout the semester.</p> <p>AIS services are supported by the assignment of learning lab. During learning lab, all students are provided small group instruction in their area of immediate academic need as evidenced by data.</p> <p>Students that require further intervention are assigned to attend after school tutoring and homework help that is scheduled for 1.5 hours every day.</p>		
Social Studies	<ul style="list-style-type: none"> • Students whose IEPs indicate they need extra support in this subject area • Students who are earning less than a 70 as their overall course 	<p>Students take Humanities for one semester of their 9th grade year. The Humanities course focuses on helping students develop the foundational skills for social studies –</p>	<p>In-class, small-group, or one-to-one, depending on student need and alignment with the content/skills assessed.</p>	<p>During the school day and after school.</p>

	<p>average at any point in the semester</p> <ul style="list-style-type: none"> • Students who self-identify as needing extra support in Social Studies • Students who are missing 5 or more assignments 	<p>reading and analyzing primary sources, constructing an argument and supporting it with evidence, evaluating historical claims, etc. There is also a heavy focus on literacy development (reading and writing) in this course. Students who successfully complete this course earn 1 Social Studies credit and 1 ELA credit.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Students who are identified as needing at-risk services by their IEPs • Students who request such services • Students who are identified by parents and/or advisors as needing these services 	<p>Small group counseling</p> <p>Individual counseling</p> <p>Push-in speech therapy</p> <p>Pull-out speech therapy</p>	<p>Small group and one-on-one</p>	<p>During the school day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In recruiting teachers and other staff for Manhattan Early College, advertisements were posted through the Department of Education New Teacher Finder and other portals; on high-traffic external sites; through the CUNY schools of Education; through high-performing teacher preparation programs (e.g., Math for America, Teaching Fellows, Columbia University); and through a network of experienced education professionals. In subsequent years, MECA will continue to recruit through these avenues, and additionally through college and industry partnerships.</p> <p>Leadership and team facilitation opportunities are presented to staff in order to better distribute leadership responsibilities, and also to develop and strengthen a pipeline of supervisory capacity at MECA. In-house professional development happens in content and grade teams, as well as through weekly after-school professional learning focused on data-driven instruction, collaborative practices, and supporting students' needs.</p> <p>The school makes use of an instructional coach, a leadership mentor, and other school staff (e.g., CUNY SSO staff, Early College Liaison, Industry Liaison, and will additionally hire a parent coordinator during SY 2014-2015) to develop instructional, leadership, and 9-14 model capacity. Teachers and other staff are periodically engaged in industry activities, such as site visits and participation on steering and sub-committees, on a regular basis.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The school program allocates time for daily and weekly team meetings for staff, as well as weekly faculty meetings. The school program will also make time for weekly Instructional Leadership Team (ILT) meetings at the mid-year point to enhance targeted professional development and inquiry around student data for the spring term. This will support leadership development and coaching capacity for teams and teachers at MECA.</p> <p>Teachers also meet on a weekly basis after school for professional development. This is planned in collaboration between the principal, instructional coach, and the Instructional Leadership Team.</p> <p>The principal attends monthly professional development facilitated by CUNY SSO. He also works with a Leadership Academy mentor offered through the Office of New Schools.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

Because after-school academic intervention is not possible for some of our students, due to travel-time or other personal constraints, much of the program resources are used to provide academic intervention within the classroom during the school day. For those who are able to attend, after-school tutoring programs provided by school staff will provide students with targeted assistance. In addition, 9th-grade targeted-assistance students will receive additional Regents preparatory tutoring. They will also work in smaller groups in Integrated Algebra, ELA, and Living Environment, leading up to the first Regents administration.

As a Career and Technical school, MECA has worked to join problem-solving strategies and applied learning tasks with traditional academic content to increase student engagement and accelerate learning. We use Title I funds to support programmatic structures within the school to make this possible, including providing additional time for staff members to plan and facilitate innovative curriculum and facilitating learning experiences outside of the traditional school day and year.

3b. TA Coordination with the Regular Program

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

The staff members that implement targeted assistance programs are also the instructors in the regular educational program. Student achievement data in their regular education classes will be used to target students and skills in this program. The goal is for the intervention programs to provide seamless support for student success in the regular education program.

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

7. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
8. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
9. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
10. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
11. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
12. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

13. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
14. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
15. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
16. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Manhattan Early College School for Advertising, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Manhattan Early College School for Advertising will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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