



PS/IS 262

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 16K262
ADDRESS: 500 MACON STREET
TELEPHONE: 718) 453-0780
FAX: (718) 453-0679

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/IS 262 SCHOOL NAME: EL HAJJ MALIK EL SHABAZZ

SCHOOL ADDRESS: 500 Macon Street

SCHOOL TELEPHONE: 718-453-0780 FAX: 718-453-0679

SCHOOL CONTACT PERSON: Joeletha Ferguson EMAIL ADDRESS: jfergus@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mirembe Soaries Hanna

PRINCIPAL: Joeletha Ferguson

UFT CHAPTER LEADER: Mirembe Soaries Hanna

PARENTS' ASSOCIATION PRESIDENT: Katherine Summers

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 CHILDREN FIRST NETWORK (CFN): Network 3.10

NETWORK LEADER: Dr. Yvonne Young

SUPERINTENDENT: Evelyn Santiago

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Joeletha Ferguson	*Principal or Designee	
Mirembe Soaries Hanna	*UFT Chapter Chairperson or Designee	
Katherine Summers	*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	
Desiree Barter	Member/Staff	
Yolanda Holliday	Member/Parent	
Richard Williams	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

PS/IS 262 is committed to providing an enriching academic environment that empowers children to reach their maximum potential and achieve high standards while possessing the skills necessary to meet the challenges of the 21st Century. The school and home partnership work together to achieve these goals. The school community, serving students in Pre-Kindergarten through Grade 6, takes pride in our environment and is dedicated to showcasing the students' academic achievements throughout the community.

The PS/IS 262 students, staff, and parents experience the unselfishness of community. We endeavor to build a community which sets the foundation for excellence. We are a diverse group of people, united by common goals and visions and are courageous in our commitment in keeping focused in the face of adversity and the absence of support. The community has the power to inspire everyone to exceptional performance and create a climate for extraordinary things to happen. Following is a list of learning support programs that we consider strengths.

These programs take into account student abilities, interests, and learning style preferences:

- **Enrichment Clusters** – This initiative allows groups of students who share a common interest to come together to produce a product, performance, or targeted service based on student interest. Attention is geared toward authentic learning and is applied to real-world problems.
- **Noel Pointer Strings Program** – An artist-in-residence music program that teaches students in Grades 2 – 6 music theory and the essential skills required to play the violin. These students also perform at various school and community events.
- **National Chorale** – A musician comes to the school to teach students the fundamentals of chorale music. These students also perform at various school events.
- **Chess-In-Schools** – The main goal of the Chess-In-Schools program is to improve the thinking skills of students by using chess as a vehicle.
- **Suspension Prevention Academy (S.P.A.)** – As part of our efforts to diminish student suspensions, the S.P.A. was introduced. Teachers work with small groups of students in an effort to teach creative conflict resolution strategies. These sessions involve role playing and group discussions. It helps students resolve conflicts without violence. The number of suspensions has practically been non-existent since the implementation of S.P.A.
- **Student Government** – This organization is comprised of students elected by their peers to represent the students of PS/IS 262 in the decision making process. They promote positive school spirit and responsibility. These students develop interpersonal skills through interactions with Administration, Staff, and students.
- **Project Based Learning** – Students are given the responsibility for their learning. Students create projects that make learning more relevant and reflective of students' interests and skill level.

- **Service Learning** – Students are given the task of providing service to members of the school and community.
- **Teaching Matters** – Collaboration with Teaching Matters to strengthen the writing workshop model.
- **PS/IS 262's School Store** – This establishment teaches students the fundamentals of entrepreneurship. Students are involved in the day-to-day ordering, receiving and counting of inventory, monitoring and calculating sales and profits. Students learn to make generalizations, predictions, and identify trends in their school environment.
- **Read Across the Community** – Through our partnership with the Brownstoners – our community based partner group – volunteers read aloud to classes once a month. They model fluent reading and oral language. They participate in Family Night Activities and Parent/Teacher Conferences.
- **Wellness Committee** – This group consists of the Assistant Principal, Physical Education Teacher, Science Teacher, Nurse, Parent Coordinator, Guidance Counselor, Family Assistant, one Parent, and an intern from the Department of Health. The committee meets once a month to help to increase health awareness and to encourage the staff and students to make wise food choices.
- **Sky High Achievers** – This academic group of students who have consistently scored in Levels 3 and 4 on state-wide and in-class assessments. Students are given the opportunity to research topics, create projects and participate in an Academic Challenge.
- **Boy Scouts** – Boys from grades 1 - 4 meet weekly with trained Boy Scout Leaders. The program seeks to develop character, civic duty, and personal fitness in boys.
- **Men Always Demonstrating Excellence (M.A.D.E.) Mentoring Program** – Selected students meet with mentors on a monthly basis to help reinforce positive parental morals and values.
- **Alvin Ailey Dance Theatre** – Students in Grade 4 meet weekly for eight weeks with teaching artists to learn dance theory. Students participate in body movement dance classes and perform at the end of the residence. Students are then given free tickets to an Alvin Ailey performance.
- **Junior Achievement** – High School students wishing to become educators, provide an educational service session to students in Grades K – 2.
- **Bed-Stuy Head Start** – Collaboration with the Pre K class in which an after school program provides in school assistance to students and families strengthening the early academics and social needs of our preschoolers.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:	EL HAJJ MALIK EL SHABAZZ – PS/IS 262				
District:	16	DBN #:	16K262	School BEDS Code:	331600010262

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input type="checkbox"/> 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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	20	20		89.2	89.2	91.3		
Kindergarten	48	36	51						
Grade 1	55	54	43	Student Stability: % of Enrollment					
Grade 2	66	59	50	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	45	51	58		86.6	86.4	86.4		
Grade 4	67	54	67						
Grade 5	42	60	63	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					90.8	88.8	90.1		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					7	27	15		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	341	334	352		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	22	20	19						
No. in Collaborative Team Teaching (CTT) Classes	14	9	9	Principal Suspensions	0	0	2		

DEMOGRAPHICS							
Number all others	14	11	11	Superintendent Suspensions	0	0	0
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	7	2	2	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	28	28	28
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	8	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	5	5
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.0	0.0	Percent more than two years teaching in this school	82.1	78.6	80
Black or African American	88.5	88.4	88	Percent more than five years teaching anywhere	78.6	75.0	75.0
Hispanic or Latino	9.1	10.5	10.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.1	1.1	Percent Masters Degree or higher	82.0	75.0	75.0
White	1.1	0.0	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	91.3	91.3
Multi-racial							
Male	53.5	49.5	44.4				
Female	46.5	50.5	55.5				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" 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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	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**	Progress Target
All Students	√	√	√				
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	√	√	√				
Student groups making AYP in each subject	3	3	3				

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.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	102.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

Our **performance trends** reveal that after increased technology and more hands on intervention, 2009, we were able to increase the amount of students in Grades 3, 4, and 5 scoring in Level 4 in Mathematics – as evidenced by the NYS Math Exam. In 2008, 12.1% of students in Grade 3 scored in Level 4; in 2009, 33.3% of the students in Grade 3 scored in Level 4. There was also a reduction of students in Grade 3 scoring in Level 1 in Mathematics: in 2008, students scored in 1.7% in 2009, 1.4%. Similarly, in Grade 4 in 2008: 9.2% of the students scored in Level 4, in 2009: 41.9%. There was a reduction of students in Grade 4 scoring in Level 2; in 2008: 13.8% scored in Level 2; in 2009: 2.7% scored Level 2. In grade 5 in 2008; 8.3% of the students scored a Level 4; and in 2009 43.5%.

The **greatest accomplishments** we have experienced over the last couple of years are the development of community for all stakeholders resulting in a place of realized potential. There is a collaborative climate between students, staff and parents as well as Community Based Organizations. Students are beginning to take responsibility for their own learning by setting attainable goals. Internally we have developed into a professional learning community through these vehicles:

- We were removed from the SINI list and have maintained an 'A' grade on our progress report for three consecutive years;
- We are currently number one in our district in terms of levels three's and fours on the State mandated ELA and Math exams;
- We were granted the opportunity to expand to Middle School. In September 2010, we will have our first Grade 6; In 2011, we will expand to Grade 7, and in 2012, the expansion will be completed with a Grade 8;
- Participated in the Federal Government's Proposal for Magnet Schools;
- Recipient of a RESO-A Technology Grant;
- Created the Walk to Read Academic Intervention Services Team (AIS);
- Implemented Renzulli's School Enrichment Model – Enrichment Clubs which positively impact on student behavior;
- Implemented accelerated classes from grades 2 – 5;
- Increase in the use of Technology, including Smart Boards, lap top computers, Mimeo, and Intelli boards;

- Linking the curriculum through real-life experiences;
- An increase in standardized ELA and Math scores and a decrease in the number of students scoring in Level 1;
- Strengthening the Writing Process in Grades 2, 3, 4, 5, and 6.

Significant aids and/or barriers to the school's continuous improvement:

Aids:

- Continuity and fidelity to the Harcourt Trophies Program through Reading First;
- Adoption of the Three Step Process to use assessment data to inform instruction;
- Collaboration of staff members on grade and across grade levels;
- Willingness of staff members to seek additional professional development and take ownership for their learning.

Data Binders:

- instruction is differentiated based on data analysis;
- use of assessments to drive and differentiate instruction;
- allow teachers to formulate small flexible groups.

Professional Development:

- differentiated instruction;
- how to implement best practices into instruction;
- article articulation;
- teachers learn to hone their skills;
- Study groups.

90 Minute Uninterrupted Reading Block

Interclass Visitations

Academic Intervention Services

Barriers:

Parent participation is not consistent and often low. Due to the instability of some of the households there is a lack of full parental involvement. Attendance is also an issue for some students. The increase in fair market rents in the Bed-Stuyvesant neighborhood has resulted in many families leaving the neighborhood and ultimately the state of New York.

In terms of student academic performance, we are falling short of students performing in level four on the State ELA and Math exams. We have begun to look at the data holistically, by subgroups, classes and teachers. We are specifically providing professional development to teachers based on their areas of weakness. Accelerated classes were formed on grades 2-5 so that we might offer high performing students advanced curriculum.

We are continually striving to enhance the educational experience of the children and families in our community. We would like to strengthen the support from community and we welcome support from community members. We would also like to strengthen the area of communication between school

and home. We plan to offer parents and families access to technology, translation, and parenting services.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

- ***Professional Development – To introduce rigor and relevance in instructional teaching practices.*** By October 2010, teachers will begin to select the appropriate strategy for differentiated instruction such as inquiry, problem-based learning, Creative Arts, group discussion, etc., leading to greater student learning and achievement. By June 2011, the quality of teaching and learning through collaborative inquiry will be strengthened.
- ***To increase the use of Instructional Technology in the classroom.*** By June 2011, staff members, students, and parents will have access to various technology instruments – including Smart Boards, Intelli-Boards, and Mimeos. Families will visit the school website to read or post information about projects, school events, and homework assignments.
- ***To implement a Parent Involvement Action Team and strengthen ARIS Parent Link.*** By June 2011, parents will have full knowledge of the ARIS Parent Link.

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 2010-11 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, PLA, 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 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>To introduce rigor and relevance in instructional teaching practices. By October 2010, teachers will begin to select the appropriate strategy for differentiated instruction such as inquiry, problem-based learning, Creative Arts, group discussion, etc. leading to greater student learning and achievement. By June 2011, the quality of teaching and learning through collaborative inquiry will be strengthened.</i></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><i>School improvement results from professional staff development. Our professional development is geared towards challenging our staff to hone their skills and instruct their students using best practices. As a school community, professional development is provided both within and outside of the school building. Specialists provide lunch and learns, demonstration lessons, they co-teach; and teachers have the opportunity to participate in study groups and inter-ventions. Teachers are sent to conferences within and outside the State to learn from masters of professional learning. Assessment results are used to target staff development as well as Needs Development Surveys. Professional development options and topics are much more data driven and explore research based practices and strategies that are proven for success. Teachers are encouraged to collaborate with the Inquiry Team, NYStart, and ARIS to plan and implement instruction.</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><i>We use \$52,092 to reduce teacher/student ratio through Team Teaching Strategies. We send teachers for Professional training outside of the school building on Response to Intervention strategies. The professional development budget is used to provide onsite/offsite training for teachers. Title I funding is used in remediation service and to purchase intervention kits.</i></p>

<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><i>Reduction of students scoring in Levels 1 and 2 on standardized assessments, Intensive and Strategic assessments, and Tiers 1 and 2 Acuity assessments. Students will move from Intensive to Strategic and Strategic to Benchmark on DIBELS progress monitoring levels.</i></p>
---	---

Subject/Area (where relevant): Instructional Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>To increase the use of Instructional Technology in the classroom. By June 2011, staff members, student, and parents will have access to various technology instruments – including Smart Boards, Intelli-Boards, and Mimeos. Families will visit the school website to read or post information about projects, school events, and homework assignments.</i></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><i>Professional Development on the use of the Smart Board, Intelli-Board, and Mimeo technology will be provided for staff members, parents, and families. Ongoing communication to parents via the computer from teachers will also strengthen parents' technology skills. Common planning periods and Enrichment periods will foster organization, topics, and assignments for website. Technology Specialist will assist classes and teachers. Teachers will visit/use various technology sites/programs, ie: ThinkQuest to involve students in website design with video and animation to create new learning environments and activities.</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><i>We use \$52,092 to send teachers for Professional training within and outside of the school building on Instructional Technology. Instructional Technology instruments are also purchased for class and community use.</i></p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><i>During Parent/Teacher Conferences and monthly Community Events, families, and community members will get the opportunity to visit the school/class website. Monthly newsletters will explain and inform families on how to access online information.</i></p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>To implement a Parent Involvement Action Team and strengthen ARIS Parent Link. By June 2011, parents will have full knowledge and access to the ARIS Parent Link.</i></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><i>We will survey the needs of the parents at the beginning and end of the school year. Additionally, we will take into account the results of the citywide Parent Surveys. Workshops will be offered to families throughout the year on how to navigate the World Wide Web and also the ARIS Parent Link. Presentations will be conducted by the Parent Coordinator, Enrichment Specialists, Administration, and Community Partnerships. Parents will be invited to become School Volunteers through training programs conducted by the Learning Leaders organization. A newsletter with contributions from students, staff, parents, and community organizations will be distributed monthly. Parents will be directed to communicate with staff members via Department of Education email as well as the school website.</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><i>Parent Coordinator, Guidance Counselor, Pre-K Family Worker, and Attendance Family Worker collaborate together to assist families. Our Parent Coordinator has applied for Grants to increase parent participation. In collaboration with our Guidance Counselor, we provide monthly assistance to Families via workshops and outreach. The School Leadership team and the Parent Teachers Association are involved in the decision making process of the school. PAC monies and fundraising efforts as specifically geared to increase parental involvement.</i></p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><i>Increased visits to ARIS Parent Link, school and class websites.</i></p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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	13	13	N/A	N/A	0	0	1	0
1	20	20	N/A	N/A	2	1	1	0
2	12	12	N/A	N/A	5	5	0	As needed
3	12	12	N/A	N/A	4	3	0	As needed
4	12	12			4	4	2	As needed
5	12	12			5	2	2	As needed
6	12	12			5	5	3	As needed
7								
8								
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.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><i>Interventions in ELA is provided during our Early Morning Instructional Program; during our school wide AIS periods; and during small group instruction within class instructional time. Using Foundations, Voyager, Harcourt Intervention Program, and Story Town Intervention Programs students are taught intervention strategies in ELA. During school wide AIS instruction, enrichment specialists provide small group instruction to students. Sidewalks Reading Intervention program is used during the After School Program for grades 3 – 5. Teachers also use Leap Frog and Leap Track intervention.</i></p>
<p>Mathematics:</p>	<p><i>Breakaway Math is used during the After School and Saturday Academy sessions. Intervention is provided during our Early Morning Instruction program and during our school wide AIS instruction.</i></p>
<p>Science:</p>	<p><i>The Harcourt Core Science program is used as students are instructed in the Life, Earth Science, and Physical Sciences. During the Science instructional periods, students explore the Scientific Method where investigation, experimentation, and interpretations facilitate conclusions and further inquiries. We also have an Enrichment Science Specialist to provide additional hands-on instruction. Hands-on science is provided during Early Morning Instruction as well.</i></p>
<p>Social Studies:</p>	<p><i>The Harcourt Social Studies program is used for students providing students instruction to develop critical thinking and research skills. We have an Enrichment Social Studies Specialist to provide in class instruction to students. Social Studies is provided during Early Morning Instruction as well.</i></p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><i>Counseling is provided by the Guidance Counselor. Additionally, the Guidance Counselor holds weekly conferences with teachers to develop appropriate goals and services for students. Peer Mediation, weekly Pupil Personnel Committee meetings, and Parent Workshops are also incorporated to provide intervention services to at-risk students.</i></p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><i>Counseling is also provided by the School Psychologist. The School Psychologist works collaboratively with the Guidance Counselor and holds weekly conferences with teachers to develop appropriate goals and services for students. Peer Mediation, weekly Pupil Personnel Committee meetings, and Parent Workshops are also incorporated to provide intervention services to at-risk students.</i></p>

At-risk Services Provided by the Social Worker:	<i>The School Social Worker works with the School Psychologist and Guidance Counselor in providing intervention to at-risk students. The Team works to decrease the number of referrals and to improve attendance.</i>
At-risk Health-related Services:	<i>The School Nurse is a part of the Guidance Team and works collaboratively with Team, Teachers, and students to provide health services and education – issues such as asthma are addressed to aid in student academic success.</i>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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) - 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 - 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 - 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		

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.

In the cases in which we need to translate to parents of students who speak Spanish, we ask Spanish speaking Staff members to translate oral and written interpretation. In the cases in which parents speak a language other than Spanish – we use funding to employ services of Department of Education approved outside vendor for Translation Services.

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 determined that our School community needs translation services mostly for Spanish speaking households. These findings were reported by the Families and the Home/Language Surveys signed by parents.

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.

In the cases in which we need to translate to parents of students who speak Spanish, we ask Spanish speaking Staff members to translate oral and written interpretation. In the cases in which parents speak a language other than Spanish – we use funding to employ services of Department of Education approved outside vendor for Translation Services.

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.

In the cases in which we need to translate to parents of students who speak Spanish, we ask Spanish speaking Staff members to translate oral and written interpretation. In the cases in which parents speak a language other than Spanish – we use funding to employ services of Department of Education approved outside vendor for Translation Services.

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>.

In the cases in which we need to translate to parents of students who speak Spanish, we ask Spanish speaking Staff members to translate oral and written interpretation. In the cases in which parents speak a language other than Spanish – we use funding to employ services of Department of Education approved outside vendor for Translation Services.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			\$56,908
2. Enter the anticipated 1% set-aside for Parent Involvement:			\$4,211
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,047	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$5,040	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

We work as a collaborative team. All teachers are interviewed prior to their being hired. Prospective teachers received information regarding all of the support services for teachers at P.S. 262. Each member of the interview team had the opportunity to present information to the candidates and delineated the positive aspects of working at P.S. 262.

Professional Development is provided based upon the NYC Standards for Professional Development and the National Staff Developers Council. We have a Professional Development Team consisting of Lead Teachers, Literacy, Writing, and Math Coaches, the Principal, and the Assistant Principal.

We have an After School and Saturday School program to assist students in Grades 3 – 5 on the NYS ELA Exam. We have Parent/Family Involvement activities for parents/families to assist their children. We meet regularly with PK providers to provide congruence with Elementary and PK standards and guidelines. Inter-visitations occur between school and Day care/Head Start providers.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
--------------	--	---	--	---

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.
For students in Kindergarten through Grade 3, we use the Harcourt Trophies Reading Program; for Grades 4 - 6, we use Harcourt’s Story Town Literacy program. For Mathematics, all grades use the core Every Day Mathematics program. For Science and Social Studies, students in Grades 3 – 6 use the core Harcourt Science and Social Studies programs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
Teachers are given 3 – 6 common preparation planning periods to plan for instruction. During this time, teachers plan for grade-wide instruction for students. Administration ensures quality instruction through observations and assessment scores.

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;*Please refer to AIS Services. We also provide Early Morning Instruction to students, After School, and Saturday School for Grades 3 – 6.*

4. Coordinate with and support the regular educational program;
 – *AIS Services.*

5. Provide instruction by highly qualified teachers;

Please refer to page 16.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Please refer to page 16.

7. Provide strategies to increase parental involvement; and

Please refer to page 18.

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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: 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.)

We currently have 23 students in Temporary Housing.

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

To ensure our students academic success, our Pupil Personnel Committee meets regularly to attend to the needs of the students. We also have Holiday Celebrations to make sure that they are not “left out.”

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 262 El Hajj Malik El Shabazz Elementary School					
District:	16	DBN:	16K262	School	331600010262	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6	v	10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	20	20	20		89.9	91.5	91.3
Kindergarten	36	53	50				
Grade 1	54	39	42	Student Stability - % of Enrollment:			
Grade 2	64	49	46	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	68	62	34		86.4	89.2	90.0
Grade 4	68	73	65				
Grade 5	62	70	67	Poverty Rate - % of Enrollment:			
Grade 6	0	0	63	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.8	95.2	95.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		27	45	42
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	373	367	388	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	19	23	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	16	19	26	Superintendent Suspensions	0	0	0
Number all others	7	14	21				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	28	28	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	6
# receiving ESL services only	3	2	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	5	5	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.6	71.4	92.6
				% more than 5 years teaching anywhere	75.0	67.9	74.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	75.0	85.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	91.3	98.1	100.0
Black or African American	87.7	88.3	86.9				
Hispanic or Latino	10.5	10.4	11.3				
Asian or Native Hawaiian/Other Pacific	1.1	1.1	0.0				
White	0.5	0.0	0.0				
Male	46.1	46.0	48.5				
Female	53.9	54.0	51.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	94.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	59.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	9						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Network 3.10	District 16	School Number 262	School Name El Hajj Malik El Sh
Principal Joeletha Ferguson		Assistant Principal Desiree Barter	
Coach		Coach	
Teacher/Subject Area Iris Torres, ESL Teacher		Guidance Counselor Carol Gibson	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Isabel Garner	
Related Service Provider		Other	
Network Leader Dr. Yvonne Young		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	388	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.52%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

When parents come to register their children at our school we will have an Oral Interview. The Assistant Principal and the ESL teacher will discuss with the parents the parents' home language to determine the child's eligibility for English language support. We will explain to the parents the Home Language Survey (HLIS) and the Language Assessment Battery-R assessment that the child will have to take to determine the child's proficiency English level. (Translated versions of the Home Language Surveys in 9 different languages are available and provided to parents who need them.)

Once the school collects the HLIS from parents and determine that a language other than English is spoken in the home, the child will be administered the LAB-R by the ESL Teacher. If the child scores below proficiency, the child becomes eligible for State-mandated services for ESL. Once students are identified to be tested with the LAB-R test, they are tested within ten days of enrollment in the school. Entitlement letters, parent's brochures, and program selection forms along with an invitation to attend a Parent Orientation at the school are sent to parents of those students who score at or below the cut off scores for proficiency in the LAB-R and are entitled to receive services for ELLS. This Parent Orientation will be facilitated by the Assistant Principal, the ESL Teacher, and the Parent Coordinator. (The Guidance Counselor will also assist as necessary.)

Translation services will be available during the ELL Identification Process.

Parent Outreach: During Parent orientation meetings for newly arrived English Language Learners parents are provided with oral and written information in their native languages about the programs for English Language Learners offered in New York City by the Department of Education, and the program available in the school and other schools within the district or nearby districts. Parents also have the opportunity to ask questions before they complete the Program Selection Forms and decide which program they think will be the best one for their children. Our ESL teacher makes every effort to ensure that parents receive the information, attend the orientation meetings, and returned and/or complete the Program Selection Forms. The ESL Teacher will provide outreach to Parents to ensure timely return of the Program Selection Forms. (Forms can be returned to the Main Office by the Parent or student). After reviewing the Parent Surveys and Program selection Forms for the past three years the parents of newly arrived ELLs who attended our parents orientation meetings chose the English as a Second Language program available at the school as the program of their choice. During this time, parents of English Language Learners in the ESL program for more than one year also have the opportunity to ask questions or request information about the different programs during parent meetings hosted by the ESL teacher throughout the school year before they decide what continuation of services program they would like for their children for the current or next school year.

As mandated by the NYS Education Department, each spring the ESL Teacher administers the New York State English as a Second Language Achievement Test (NYSESLAT) to the students who are ELL's. ELL's are retested to evaluate their English Proficiency using the NYSESLAT. ELL's that continue to score below the level of English proficiency continue to be entitled to ELL services. ELL's scoring at or above proficiency are no longer entitled to ELL services.

Our school uses the Freestanding English as a Second Language (ESL) program in which the ESL Teacher provides instruction in English emphasizing English language acquisition.

When the school has to communicate with Parents of ELL's, the school will send home all communication in the native language. Additionally, our School Messenger Telephone System can translate any telephone message into any of the major languages. Parents can also come into the school to review the BESIS information on file.

The ESL teacher, the Parent Coordinator, and the Assistant Principal will review the Standards for ELL Parent Involvement to make sure that the school is meeting the needs of the ELL families.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	2			0			0				2
Total	2	0	0	0	0	0	0	0	0	0	2

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	0	1	0	0	1	0	2							

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our ESL program consists of a Pull-Out Model for all the grades. Students are grouped according to age, grade, and when the need arises by level of language proficiency.

For the school year 2009-2010 a total of two English Language Learners are receiving English as a Second Language instruction.

There are no students with interrupted Formal Education (SIFE) and long term ELLs currently enrolled at P.S. 262. There are no English

Language Learners in special education. There is one Newcomer who have been receiving ESL services from 0-3 years and one student for 0 year.

There is one Spanish speaker English Language Learner in first grade and one Fulane speaker in fourth grade.

English Language Learners receive the mandated 360 minutes of instruction weekly for the beginning and intermediate levels and 180 minutes weekly for ELLs at the advanced level of language proficiency.

Our school doesn't have any SIFE or long term students at the present time. However, in the event that we get SIFE students our plan is to provide them with Native Language Arts instruction for Spanish speakers students by our Bilingual/ESL teacher for at least a year as they acquire the English Language. As well as after school programs, extended day instruction, and Academic Intervention Services Long term English Language Learners will be provided with after school programs, Academic Intervention Services, extended day instruction, intensive vocabulary ESL instruction and individualized intervention plans.

English Language Learners with less than 3 years in the school are provided with ESL instruction geared to develop their Basic Interpersonal Communication (BICS) and Cognitive Academic Language Skills (CALP), small group instruction in the regular classroom using scaffolding strategies for ELLs, the use of language software, Academic Intervention Services, and after school programs.

English Language Learners identified as having special needs receive instruction modified and adapted to the short and long term goals indicated in their Individualized Educational Plans (IEPS).

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

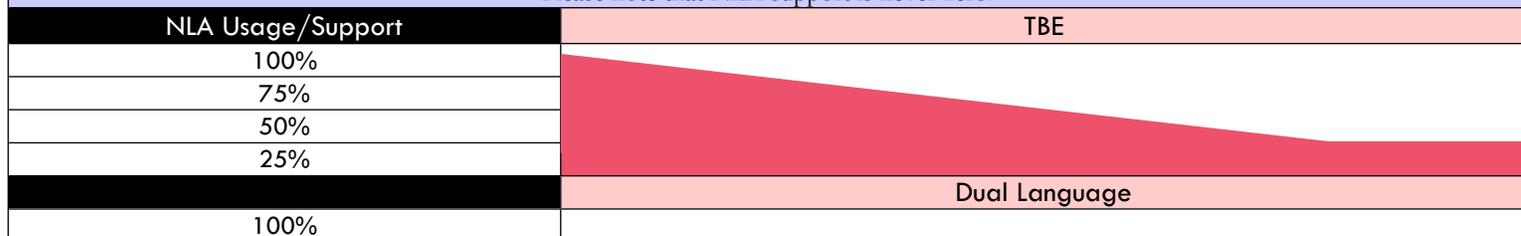
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

English Language Learners who achieved proficiency on the NYSESLAT continue to receive transitional ESL instruction and Academic Intervention Services as long as they needed especially on the testing grades. They also receive small group instruction in the classroom, after school programs, and Saturday academies.

English language English Language Learners receive explicit ESL instruction in listening, speaking, reading, and writing using scaffolding strategies for ELLs and the Into English Program. This program follows an instructional path of building linguistic skills through songs, chants, and poetry. Reading and writing skills through literature designed for ELLs, and academic skills through content areas lessons and activities. The ESL teacher also uses the following supplementary instructional materials to provide additional support:

- Phonics and Friends
- Voyager
- Kaplan Essential Skills Foundations in English Language Arts and math

English Language Learners who are literate in their native languages receive native language support by providing them with bilingual books, bilingual dictionaries, glossaries, cognates, and computer software.

F. Development and Support for School Staff

The ESL teacher maintains constant articulation with the classroom teachers to reinforce what the students are learning in the regular classroom and provide them with ideas/suggestions about ESL techniques that they can incorporate in their planning of mini-lessons and scaffolding strategies for the ESL students in their guided small group instruction.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher maintains constant articulation with the classroom teachers to reinforce what the students are learning in the regular classroom and provide them with ideas/suggestions about ESL techniques that they can incorporate in their planning of mini-lessons and scaffolding strategies for the ESL students in their small group instruction.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The school host many informative workshops throughout the school year that would provide parents with information or skills they might need especially during emergencies such as fire safety, Asthma, CPR.

The school has also implemented literacy, math, and assessment workshops not to only inform the parents about the progress their children are making but also to provide them with resources and strategies that they can use to help their children at home.

Translation Services are also available at the Workshops.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

Intermediate(I)														0
Advanced (A)		1			1									2
Total	0	1	0	0	1	0	0	0	0	0	0	0	0	2

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4					1				1
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

During the school year 2009-2010 administration of the Language Assessment Battery Test (LAB-R) one student in first grade scored at the advanced level. Based on the Spring 2010 New York State Proficiency Test (NYSESLAT) data one English Language Learner was tested in grades band K-1 and one English Language Learner was tested in grades band 2-4.

NYSESLAT Modality Analysis

Listening/Speaking

Grade 1- level A

Grade 4- level P

Reading/Writing

Grade 1- level A

Grade 4- level A

NYSESLAT data is used to determine the levels of language proficiency achieved by the students in each modality and to drive ESL and differentiated instruction in the ESL classroom and the regular classroom.

Students who need additional support in the areas of reading and writing receive more English as a Second Language academic language instruction in these areas as they continue increasing their social language when they are pulled out for English as a Second Language instruction. Additionally, former ELL's are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT assessment.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 16K262

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$465,220	\$49,282	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,211		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,547	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$5,040	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$465,220	✓	
Title I, Part A (ARRA)	Federal	✓			\$49,282	✓	
Title II, Part A	Federal	✓			\$35,308	✓	

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						