



FREDERICK DOUGLASS ACADEMY VIII

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 19/ BROOKLYN/ 19K452

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 452 **SCHOOL NAME:** Frederick Douglass Academy VIII

SCHOOL ADDRESS: 1400 Pennsylvania Avenue, 4th Floor , Brooklyn, NY 11239

SCHOOL TELEPHONE: 718-642-4305 **FAX:** 718-642-4537

SCHOOL CONTACT PERSON: Yolanda Martin **EMAIL ADDRESS:** Ymartin3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Chantal Grandchamps

PRINCIPAL: Yolanda Martin

UFT CHAPTER MEMBER: Georgia Eddings

PARENTS' ASSOCIATION PRESIDENT: June Brehon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 303

NETWORK LEADER: Dr. Kathleen Lavin

SUPERINTENDENT: Rose-marie Mills I.A.

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
Yolanda Martin	*Principal or Designee	
Georgia Eddings	*UFT Chapter Chairperson or Designee	
June Brehon	*PA/PTA President or Designated Co-President	
Fatima Muhammad	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kathleen Yearwood	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	
Kimara Green	Member/UFT	
Edruge Cylin	Member/UFT	
Chantal Grandchamps	Member/ Assistant principal	
Mr. Grant	Member/Parent	
Ms. Thomas	Member/Parent	
Mr. Hernandez	Member/Parent	
June Brehon	Member/Parent	

(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.

Frederick Douglass Academy VIII ("FDA VIII") is an application only college preparatory middle school that opened in the fall of 2006 on the fourth floor of PS 346. Currently we are in our fifth year servicing students in grades 6, 7, and 8. Our population of 217 students (referred to as scholars) includes general education and special needs (who are serviced under the co-teaching CTT model). FDA VIII is dedicated to preparing middle-school students for college while drawing from community resources to support diverse extracurricular programs and our service learning programs.

A fundamental feature of Frederick Douglass Academy VIII's culture is that it is a replication public school modeled after the original FDA in Harlem built on the foundations of strong academic achievement, student accountability, and creating positive self image and attitudes for all scholars. A fundamental tenet of the FDA VIII philosophy is that scholars must have standards to measure up to in order to get into college. Scholars wear uniforms and agree to abide by the Scholar's Creed and the 12 non-negotiable rules. The school offers academic intervention services after school in most of the subject areas and an accelerated academic enrichment program which includes the specialized high school preparation course. Additionally, we offer scholars the Integrated Algebra course and the Living Environment course to allow them the opportunity to receive Regents credit prior to high school and to further provide them with a rigorous and challenging college preparatory curriculum. Scholars also receive instruction in French, Spanish, music (violin), technology, chorus and service learning. The school's high academic expectations are reflected by our induction into the National Junior Honor Society. Additionally, we have expanded our recently implemented service learning program to include all scholars with the purpose of preparing them to help transform the school and their community to become Global Learners, Global Thinkers, and Global Leaders. To this end, several of our scholars, parents and staff journeyed to Ghana, West Africa during the winter of 2010 to perform community service to several orphanages and middles.

There are collaborations with community based organizations to create academic enrichment programs such as dance, chorus, orchestra, arts and crafts, sports, and after-school homework help. Additionally, scholars are afforded the opportunity to attend the Spring Creek after school program. Through the continued partnership and support of our parent coordinator and school community, we are able to provide workshops for parents on health, finances, and navigating the educational system to provide them with ample opportunities to learn more about avenues to better assist their children in their paths toward future successes.

Our school's current progress is reflected in student outcomes in NYS ELA and Math assessment results, and periodic assessments. During the 2009-2010 school year we received a B on the Progress Report. While this was a decline in a grade from the 2008-2009 school year in which the school received an A, it still demonstrates remarkable school improvement from the results of the

2007- 2008 Progress Report grade which was an F. As noted in the most recent School Quality Review (SQR), “the school has developed good data systems to keep check on the progress of most students.” Scholars feel they have an integral part to play in school life and make steady academic progress.” This data is also reflected in our results from the School Report Card and Learning Environment Survey.

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:	Frederick Douglass Academy VIII				
District:	19	DBN #:	19K452	School BEDS Code:	331900010452

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6X	<input type="checkbox"/> 7X
	<input type="checkbox"/> 8X	<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					96.0	95.4	96.65		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					94.5	100	98		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	74	81	78	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	68	74	73		66.7	90.8	96.0		
Grade 8		72	69						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	0	1		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	142	227	220		0	0	3		
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	0	0	0	Principal Suspensions	16	19	10		
No. in Collaborative Team Teaching (CTT) Classes	0	0	17	Superintendent Suspensions	10	13	2		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
(As of October 31)	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	0	1	1	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	0	1	1	(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	8	15	18	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	4	4	
(As of October 31)	2007-08	0	0	Number of Educational Paraprofessionals	0	0	1	
				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	8%		39	
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	0%		44	
Black or African American	85.9	86.8	84.8	Percent more than five years teaching anywhere	37%		50	
Hispanic or Latino	10.6	11.0	11.8					
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.3	2.8	Percent Masters Degree or higher			50	
White	2.1	0.9	0.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%		
Multi-racial								
Male	42.2	46.3	50					
Female	57.8	53.7	50					

2009-10 TITLE I STATUS				
<input type="checkbox"/> X 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input 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"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)		✓	✓	✓
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:	✓	ELA:	✓
	Math:	✓	Math:	✓
	Science:	✓	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	✓	✓	✓	✓	✓		

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:	Proficient
Overall Score	70.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	19.2	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	39.9	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	Proficient
<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?
-

Student Performance Trends

ELA

- Overall reading growth most notable in grade 8
- Vast improvement among scholars performing at low-levels
- Improvement in scholars writing skills

Science

- Improved standard mastery over course of year
- Within content units, mastery improves from the beginning of the unit to the end of the unit
- Scholars are demonstrating mastery on both the NYS science exam (84%) and Living Environment regents (95%)

Math

- Overall mastery of number sense writing and computations
- Demonstrated mastery in the understanding of Integrated Algebra by our 8th grades scholars as evidenced by the 97% passing rate
- Majority of the scholars are performing at or above state standards
- Improved ability to write mathematically as evidenced by short response questions

Social Studies

- Scholars are improving their ability to accurately analyze and respond to DBQ's
- Scholars are demonstrating improvement in writing in the content area

Greatest Accomplishments

- 95.9% Scholar attendance
- Second highest percent of students in District 19 at or above level 3 or level 4 in English
- Second highest percent of students in District 19 at or above level 3 or level 4 in Math
- College Preparatory middle school
- College tours outside of New York State (overnight and day trips)
- We offer service learning at an essential part of our school community
- Scholars are accountable for their learning
- We have an advisory program
- Implementation of a Service Learning Program for all scholars
- Implementation of a Specialized High School Prep program for grade 8 scholars
- Increased our technology program to support interdisciplinary teaching and learning

- Individualized programs for our 8th grade scholars

Significant aids or barriers to the school's continuous improvement

Significant aids to the school's continuous improvement include:

- Built in common planning
- Strong school community
- Strong parent involvement and support
- Staff willingness to participate in various professional development activities
- Staff flexibility with the demands of a small school environment
- Good rapport with the host school administration and staff.
- Teachers ability to use track students performance in the content areas based on the standards and use the data to demonstrate mastery
- Incorporation of the school wide implementation of Snapgrades
- Strengthened administrative and at risk support to promote positive behavioral development of scholars and improved school culture
- The recent development of our Integrated Algebra and Living Environment advanced course
- Increased after school enrichment programs to support social development of scholars

Significant barriers to the school's continuous improvement include:

- Several of the staff are from Teach for America which increases our turnover rate therefore making it difficult to maintain teacher stability to support long term progress in certain content areas growth
- Securing strong teaching team members to support increased academic rigor and student progress
- Budgetary constraints to support the need for increased academic enrichment programs
- Since we are a shared space site, we are limited by accessibility to additional classrooms and building usage

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.

1) English Language Arts

a) Grades 6-8

- i) To increase the reading growth of our scholars. 85% of the Scholars will attain at least 2 years reading growth (as measured by quarterly running records).
- ii) To decrease the number of scholars performing at a Level 2 by 15% and increase the number scholars performing at a Level 3 or better by 15% (as measured by the 2011 New York State ELA Exam).
- iii) To increase all scholars writing ability in the content areas by 1.5 years as measured by the National Writing Rubric, Common Core State Standards, school wide teacher rubrics and monthly writing assignments

2) Mathematics

a) Grades 6-8

- i) To increase the percent of scholars demonstrating mastery of content standards. 80% of our scholars will master 75% of the New York State content standards as measured by monthly and unit assessments.
- ii) To increase the percentage of scholars exceeding the minimum passing score of the Integrated Algebra exam. 80% of the 8th grade scholars will take the Integrated Algebra exam and receive a score that exceeds the minimum passing score as measured by accelerated mathematics predictive and monthly assessments.
- iii) To increase by 10% the number of scholars performing on or above grade level on the New York State assessment through activities that will increase their mathematical fluency and literacy.

3) To improve the percentage of teachers using data to understand the needs of scholars to increase student achievement.

- a) To increase teachers ability to will use the data generated from the monthly subject area exams to monitor and track scholars' mastery of the content area standards and develop instructional implications
- b) School administration and staff development team will provide teachers with effective training on how to analyze and use real time data to make informed instructional decisions
- c) Teachers will receive monthly professional development on how to accurate use acuity to improve student achievement

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): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> i) To increase the reading growth of our scholars. 85% of the Scholars will attain at least 2 years reading growth (as measured by quarterly running records) by May 2011. ii) To decrease the number of scholars performing at a Level 2 by 15% and increase the number scholars performing at a Level 3 or better by 15% (as measured by the 2011 New York State ELA Exam). iii) To increase all scholars writing ability in the content areas by 1.5 years as measured by the National Writing Rubric, Common Core State Standards, school wide teacher rubrics and monthly writing assignments by June 2011.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through daily implementation of the Workshop Model (to include mini lessons, building stamina in independent reading and writing, partner and group learning, word work and conferring), strategy-based instruction that focuses on accessing texts at the instructional reading level, and implementation of vocabulary and grammar instruction within the context of balanced literacy. Additionally, through common planning sessions, professional development workshops, the development of specific trackable rubrics, and implementation of the Common Core State Standards. Furthermore, through the implementation of our monthly common assessments which assess comprehension and scholars writing skills teachers will be able to work on scholars demonstrated strengths and challenges</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>OTPS- TL Fair Student Funding, TL NYSTL, Title I SWP Highly Qualified</p>

Indicators of Interim Progress and/or Accomplishment

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

Running records will be conducted on a quarterly basis and school-wide. Teachers will complete a monthly data analysis (summative and formative). Projected gains will be evaluated midyear and final gains will be evaluated by June 2011.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percent of scholars demonstrating mastery of content standards. By June 2011 80% of our scholars will master 75% of the New York State content standards as measured by monthly and unit assessments.</p> <p>To increase the percentage of scholars exceeding the minimum passing score of the Integrated Algebra exam. 80% of the 8th grade scholars will take the Integrated Algebra exam and receive a score that exceeds the minimum passing score as measured by accelerated mathematics predictive and monthly assessments which is administered November 2010 and June 2011.</p> <p>To increase by 10% the number of scholars performing on or above grade level on the New York State assessment through activities that will increase their mathematical fluency and literacy.</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>During our common planning sessions we will utilize lesson study where teachers will routinely reflect and collaborate on instructional practices to measure its effect on student progress. They will examine what they know and understand about the mathematics they will be teaching. With the support of administration lesson studies will be conducted. Lesson Study is a professional development strategy that is teacher led where the teachers will evaluate the effectiveness of this strategy on a cyclical basis.</p> <p>During common planning and professional development session administration will assist teachers with aligning the curriculum and teaching with the State Standards and Common Core State Standards</p> <p>Data from the monthly test will be used to inform teachers of their practice and assist with identifying student needs and instructional practices. Administration will also analyze monthly test data and the periodic assessment data to assess professional development needs. To improve student learning and performance through improved teaching practices which will involve challenging students with rigorous instruction; explicit teaching of both the Process and Content strands of the State Standards and Common Core State Standards ; engaging students</p>

	<p>in accountable talk; challenging students in higher level thinking; requiring students to write to explain solutions to problems, concepts, and procedures using a variety of teaching strategies to ensure the preferred learning styles of each students is covered; differentiating the instruction to meet all student's need; establishing high expectation for students; encouraging all student to establish goals and to self evaluate.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>OTPS- TL Fair Student Funding, TL NYSTL, Title I SWP Highly Qualified</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Develop a Strategic Math Plan with the alignment of the Common Core State Standards by 2011-12 Data collection and analysis of the Unit Tests to inform practice monthly Student-teacher conferencing conducted weekly</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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	28	25	0	0	4	0	0	1
7	38	27	0	0	5	0	0	1
8	44	21	5	5	4	0	0	2
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

Name of Academic Intervention Services (AIS)	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.).
ELA:	<p><i>6th – 8th Grade English Language Arts</i></p> <ul style="list-style-type: none"> A. Extended Day Instruction offered after-school 4 days a week; B. Small Group Instruction during and after class; C. One-to-one scholar reflective and planning conferencing during class; D. Tuesday and Thursday Academy E. Monthly Advisory
Mathematics:	<p><i>6th - 8th Grade Mathematics</i></p> <ul style="list-style-type: none"> A. Small group instruction/remediation with 3 to 6 scholars targeting deficient skills; B. Extended Day Instruction offered after-school 4 days a week; C. In-class conferencing with groups and individuals for goal setting and reflections; D. Tuesday, Thursday Academy E. Wednesday Remedial Math Program F. Integrated Math Prep G. Monthly Advisory
Science:	<p><i>6th, 7th 8th Grade Science</i></p> <ul style="list-style-type: none"> A. In-class conferencing to identify plan for goal mastery; B. After school enrichment as needed; C. Extended day academic intervention as needed; D. Small group and tutoring during class as needed; E. Conferencing in class as needed. F. Regents prep G. Lunch and learn tutorial
Social Studies:	<p><i>6th and 7th Grade Social Studies</i></p> <ul style="list-style-type: none"> A. One-to-one instruction during class; B. Small group instruction during class; C. Guided groups during class with targeted scholars; D. Individualized enrichment activities assigned in-class and reinforced in the classroom and in the home;
At-risk Services Provided by the Guidance Counselor:	<p><i>Guidance Counselor Services</i></p> <ul style="list-style-type: none"> A. Individual and group conflict resolution sessions during school; B. Individual and group Anger Management sessions during school; C. Individual and group Counseling during and after school; F. Small group Peer Mediation Sessions during and after school;

	Individual and group Academic counseling during school; Whole Life curriculum.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	Services will be provided as indicated on the 504 plan Services provided by the nurse

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.

The data that we have used to assess our school's written translation and oral interpretation ensures that all parents are provided with appropriate and timely information is provided from ATS and parent surveys, this is managed through meeting with individual parents at our Parent Orientation meetings, phone communication, translation services, and direct parent request 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 found that there are two families in our student body, perhaps due to the location of our school, that are in need of translations into Bangladesh and Spanish. Once we determined this need, we utilized the expertise of a Native Spanish speaking teaching team members, our bilingual French/Spanish teacher, Translation unit and parent volunteers to provide oral translations to the two families during parent teacher conferences, phone conferences, and PTA meetings. We also distributed documents that were translated into Spanish and Bangladesh once requested to the family.

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.

The school will provide written translations of bulletins, parent letters, and all other correspondences to the home through parent volunteers, and teaching team members who are fluent in Spanish. In order to ensure the timely provision of translated documents to parents determined to be in need of language assistance, our two Native Spanish Speaking parent volunteers will be readily available for this service in addition to our Spanish speaking school aide. In addition, we will utilize the services of the Translation Unit to interpret documentation as needed.

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.
The school will provide oral translations for parent teacher conferences during open school night, PTA meetings, and for phone conferences/communications. These services will be provided by parent volunteers and our Native Spanish Speaking teaching team members.

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 our efforts to fulfill section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, the school has posted in the main office, the exact location of the parents bill of rights in both Spanish and English. Parents are aware of the availability of translation services at the school through oral communication. Our Native Spanish speaking families, have been, and will continue to be provided with translated written communications and translated oral communications via Native Spanish Speaking teaching team members , our Spanish speaking school aide, and parent volunteers. In addition, we will utilize the services of the Translation Unit to interpret documentation as needed.

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:	191,029	54,469	245,498
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,910		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,692	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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.



FREDERICK DOUGLASS ACADEMY VIII

19k452
1400 Pennsylvania Avenue, 4th Floor
Brooklyn, NY 11239

“What’s possible for me is possible for you.”

PARENT COMPACT 2010-2011

The school and parents working cooperatively to provide for the successful education of children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs. Title I Reading, Title I Mathematics, ESL instruction, Professional Development for Staff and Parents Literacy and Math Coaches.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual information.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To work with his/her child/children on schoolwork; Encourage pupil’s grade 6 - 8 to read independently at home.</p> <p>To monitor his/her child’s/children’s:</p> <ul style="list-style-type: none"> • Attendance at school • Homework • Television watching

<p>To provide high quality curriculum and instruction by providing students with appropriate learning environments that foster learning through the use of best teaching practices via the workshop model [Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and character education materials].</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences tri- annually • Monthly reports to parents on their children’s progress • Reasonable access to staff, observation of classroom activities [Parent School Visitation policy is in place] <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, and workshops on reading strategies.</p>	<ul style="list-style-type: none"> • Internet usage <p>To share the responsibility for improved student achievement by visiting your child’s school once a month.</p> <p>To communicate with his/her child’s/children’s teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
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Principal’s Signature

Parent/Guardian Signature

Date

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.
Refer to pages 15-17 of this document

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.

- 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.

Refer to pages 15-17 of this document

3. Instruction by highly qualified staff.

Refer to page 14-17 of this document

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. In our recent Quality Review Report, we are described as "a strong learning community within the school." As a learning community the school offers many professional development opportunities which are well attended by the staff. All new teachers are provided with a mentor that conducts classroom observations as well as has conversations to improve teaching and learning. The administration team and staff developer conducts "lunch and learns" and schedules inter-visitation among colleagues to further support the needs of novice teachers. Other Professional Development activities include instructional support from our Aussie consultant, common planning session, reviews of data trends, staff surveys, one-on-one conversations between administration and staff, and instructional walkthroughs and visits to peer schools to learn best practices. There are also many other opportunities for professional development; staff members attend various after school workshop sessions provided by Brooklyn Integrated Services, the Teachers' Center of the United Federation of Teachers and our Learning Support Network. Further, we utilize the services of Professional Development Associates, an outside consultant firm that provides the staff with effective strategies to meet all scholars' needs. Furthermore, our pupil personnel support staff, guidance counselor, and parent coordinator receives ongoing professional development in order to assist us in meeting our goal of professional development. Additionally, our administrative team will receive external professional development support.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
To work closely with the Children's First Network 303 Human Resources department and attend NYC recruitment fairs.
6. Strategies to increase parental involvement through means such as family literacy services.
Parents are provided with information regarding school wide decisions and activities during PTA meetings. The school has an open door policy which allows parents to come in and voice their concerns and provide suggestions on how to further bridge the school and home partnership. Additionally, the school also offers extra-curricular activities to involve both the parents and their children with the opportunity to be a part of the school community. Such activities include Family Math Night, Game Night, and school trips. Also parents are involved in the school's yearly banquet and are recognized for their outstanding contributions to the schools community.

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.

NA

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.

Teachers will continue developing common assessments during planning sessions. Additionally, teachers will use feedback from monthly assessment improve instruction practices.

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.

Refer to pages 14-17

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.

Refer to page 16 of this document

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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						
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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

-
- **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.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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.)
Currently, we have three students in Temporary Housing.
 2. Please describe the services you are planning to provide to the STH population.
Services provided include counseling and working alongside the district representative from NYCDOE-ISC Office of Youth Development Students in Temporary Housing. Additional services include support with the school uniform ,school supplies and additional resources that will help provide students with an optimal learning experience.
-

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Frederick Douglass Academy VIII Middle School					
District:	19	DBN:	19K452	School		331900010452

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.0	95.4	94.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.5	100.0	97.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	83	68	71	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	69	76	72		66.7	96.0	88.7
Grade 8	75	68	74				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	0	4
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	227	212	217	(As of October 31)	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	16	19	21
# in Collaborative Team Teaching (CTT) Classes	10	13	15	Superintendent Suspensions	10	13	4
Number all others	2	0	2				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	8	14	16
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	4	4
# receiving ESL services only	1	1	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	0	0	1

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	1	% fully licensed & permanently assigned to this school	100.0	100.0	86.7
				% more than 2 years teaching in this school	0.0	7.1	31.3
				% more than 5 years teaching anywhere	12.5	28.6	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	38.0	29.0	75.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	76.9	90.3	75.5
Black or African American	86.8	84.4	77.0				
Hispanic or Latino	11.0	11.8	15.7				
Asian or Native Hawaiian/Other Pacific	1.3	2.8	5.5				
White	0.9	0.9	0.5				
Male	46.3	50.0	48.4				
Female	53.7	50.0	51.6				

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:	B	Overall Evaluation:					NR
Overall Score:	43.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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 CFN 303	District 19	School Number 452	School Name FDA VIII
Principal Yolanda Martin		Assistant Principal Chantal Grandchamps	
Coach		Coach	
Teacher/Subject Area RenaRubin-ESL/ELA		Guidance Counselor Kimara Green	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Fatimah Muhammad	
Related Service Provider		Other	
Network Leader Dr. Kathleen Lavin		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		Number of Certified NLA/Foreign Language Teachers	1
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	217	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.92%
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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.

Our ELL students are identified based on the Home Language Survey, through articulation and ATS. Additionally, since our schools is an application only school parents inform us of the services their child receives. Parents are informed of their child's rights and service options through our ESL teacher. Additionally, parents coordinator, school aide and guidance counselor support our schools efforts to ensure all documentation is returned from parents and our ESL teacher ensure that our ELL student takes the NYSESLAT as required. Further, to determine the need for continual services our ESL teacher meets with the parents to inform them of their options and additional needs.

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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									1					1
Total	0	0	0	0	0	0	0	0	1	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1
SIFE	1	ELLs receiving service 4-6 years	0
		Special Education	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		
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	Total
TBE										0
Dual Language										0
ESL	2	1	1							2
Total	2	1	1	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
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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									1					1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	0	1	0	0	0	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.

FDA VIII's ELL program involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have one advanced ELL in grade eight and one advanced X coded who is classified as an ESL student but no longer receives services. Our pull-out program will continue to provide our students with support, academic rigor and critical thinking skills that are necessary to have our entire ELL population master the English language as well as the other content area subjects.

To further assist our ELL population in attaining English Proficiency, our pull-out program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. Our ELL student is invited and strongly encouraged to take part in our ELA and Mathematics extended day program and Saturday Academy. These after school programs will provide students with additional academic support and small group instruction to assist students in reaching proficiency of the English language as well as state standards. In addition, we will continue to utilize benchmark assessments to ascertain our ELL students' development. Furthermore, we have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction in all content areas. We will continue working in collaboration with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their child.

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

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

As previously mentioned, our ELL population benefit from the mandated additional instructional time and receive the option to take advantage of our ELA after school program. To transitional support, our ELL students will receive additional opportunities to be a part of our after school programs and resources will be provided through our ESL teacher. All students have the opportunity to be a part of our after school programs. In addition to our strong technology program, our student body have the optional French and Spanish Language electives.

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.

Our ESL teacher receives professional development support through our CFN Network 303 and through additional external professional development opportunities. Additionally, our ESL teacher receives weekly professional development during our ELA planning sessions. Through our planning sessions, our ESL teacher receives training on improving comprehension and reading skills, writing development, and instructional strategies to assist all learners.

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?

Paste response to questions 1-4 here

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	0	0	0	0	0	1	0	1	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					0
5					0
6			1		1
7					0
8		1			1
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									0
5									0
6					1				1

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

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

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.

Our ELL population will be identified through the home language survey and through articulation.

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 19K452

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:	160,466	49,023	209,489
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,910	5,446	7,356
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,551	*	
4. Enter the anticipated 10% set-aside for Professional Development:	19,102	*	

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

Parent Involvement Policy

IS 452 agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required

under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

▫ that parents play an integral role in assisting their child's learning;

▫ that parents are encouraged to be actively involved in their child's education at school;

▫ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

▫ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. IS 452 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

· At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

2. IS 452 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the

ESEA:

· Our school will encourage parent volunteerism and make every effort to match the experience and the needs of the school.

· The school will work to assist parents in having meaningful roles in the school. Decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

3. IS 452 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice.

Communication will be in a form that families find understandable and useful.

- The school will join parents in providing for the health and safety of our children and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

4. IS 452 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

5. IS 452 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards

- ii. the State's student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents on the SLT will lead discussion on increasing parental involvement; parent coordinator will seek additional parents to join in on various activities.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

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.

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs. Title I Reading,

Title I Mathematics, ESL instruction, Professional Development for Staff and Parents Literacy and Math Coaches.

To provide performance profiles and individual student assessment results for each child and other pertinent individual information.

To provide high quality curriculum and instruction by providing students with appropriate learning environments that foster learning through the use of best teaching practices via the workshop model [Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and character education materials].

To deal with communication issues between teachers and parents through:

- Parent-teacher conferences tri- annually

- Monthly reports to parents on their children's progress

- Reasonable access to staff, observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, and workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on schoolwork; Encourage pupil's grade 6 - 8 to read independently at home.

To monitor his/her child's/children's:

▣ Attendance at school

▣ Homework

▣ Television watching

▣ Internet usage

To share the responsibility for improved student achievement by visiting your child's school once a month.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

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.
Refer to pages 15-17 of this document

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.

Refer to pages 15-17 of this document

3. Instruction by highly qualified staff.
Refer to page 14-17 of this document

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

In our recent Quality Review Report, we are described as "a strong learning community within the school." As a learning community the school offers many professional development opportunities which are well attended by the staff. All new teachers are provided with a mentor that conducts classroom observations as well as has conversations to improve teaching and learning. The administration team and staff developer conducts "lunch and learns" and schedules inter-visitation among colleagues to further support the needs of novice teachers. Other Professional Development activities include instructional support from our Aussie consultant, common planning session, reviews of data trends, staff surveys, one-on-one conversations between administration and staff, and instructional walkthroughs and visits to peer schools to learn best practices. There are also many other opportunities for professional development; staff members attend various after school workshop sessions provided by Brooklyn Integrated Services, the Teachers' Center of the United Federation of Teachers and our Learning Support Network. Further, we utilize the services of Professional Development Associates, an outside consultant firm that provides the staff with effective strategies to meet all scholars' needs. Furthermore, our pupil personnel support staff, guidance counselor, and parent coordinator receives ongoing professional develop in order to assist us in meeting our goal of professional development. Additionally, our administrative team will receive external professional development support.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
To work closely with the Children's First Network 303 Human Resources department and attend NYC recruitment fairs

6. Strategies to increase parental involvement through means such as family literacy services.
Parents are provided with information regarding school wide decisions and activities during PTA meetings. The school has an open door policy which allows parents to come in and voice their concerns and provide suggestions on how to further bridge the school and home partnership. Additionally, the school also offers extra-curricular activities to involve both the parents and their children with the opportunity to be a part of the school community. Such activities include Family Math Night, Game Night, and school trips. Also parents are involved in the school's yearly banquet and are recognized for their outstanding contributions to the schools community.

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.

NA

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.

Teachers will continue developing common assessments during planning sessions. Additionally, teachers will use feedback from monthly assessment improve instruction practices.

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.

Refer to pages 14-17

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.

Refer to page 16

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	x			191,029	x	14-17
Title I, Part A (ARRA)	Federal	x			54,469	x	14-17
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			

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.

IDEA	Federal	x			48,984	x	14-17
Tax Levy	Local	x			1,081,525	x	14-17