

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**29Q327**

**School Name:**

**EAGLE ACADEMY FOR YOUNG MEN III**

**Principal:**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Eagle Academy of Southeast Queens School Number (DBN): 29Q327  
Grades Served: 6-10  
School Address: 171-10 Linden Blvd  
Phone Number: 718-480-2600 Fax: 718-480-2610  
School Contact Person: Nichele Manning Email Address: nmanning3@schools.nyc.gov  
Principal: Nichele Manning  
UFT Chapter Leader: Michelle Kowalski  
Parents' Association President: Gwen Dines  
SLT Chairperson: Nichele Manning  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 29 Superintendent: Lennon Murray  
Superintendent's Office Address: 222-14 Jamaica avenue Queens Village N.Y. 11428  
Superintendent's Email Address: Lmurray3@schools.nyc.gov  
Phone Number: 718- 264-3146 Fax: 718-712-1598

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 8201 Rockaway Blvd Queens NY 11416  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 718-281-3259 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

| Name                        | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|-----------------------------|---|-------------------------|
| Nichele Manning             | *Principal or Designee  |                         |
| Michelle Kowalski           | *UFT Chapter Leader or Designee   |                         |
| Gwen Dines                  | *PA/PTA President or Designated Co-President  |                         |
| Janice Sherwood             | DC 37 Representative (staff), if applicable   |                         |
|                             | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| Mathew Fennel. Parker Myers | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                             | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                             | CBO Representative, if applicable/  |                         |
| Branden Jackson             | Administration  |                         |
| Vivett Hemans               | Teacher   |                         |
| Janet Foss                  | Teacher   |                         |
| Leslie Myers                | Parent  |                         |
| Tanisha Teal                | Parent  |                         |
| Stephanie Ellis- Gibbs      | Parent  |                         |

| Name              | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------------|--|----------------------|
| Mario Turner      | Parent                                     |                      |
| Marie Adams Ovide | Parent                                     |                      |
|                   | Member/                                    |                      |

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### Mission Statement

The mission of the Eagle Academy for Young Men is to develop young men committed to the pursuit of academic excellence, strong character and responsible leadership.

What sets Eagle Academy of Southeast Queens apart is our consistent commitment to the development of the whole child. We understand that every facet of childhood development, academic, social emotional, psychological, and physical are equally important to ensure their success in college and beyond. This focus on a holistic view of our students begins with the words of our mission and stems in to our 5 Pillars, Confidence, Leadership, Effort Academic Excellence and Resilience or C.L.E.A.R that filters in to every teachable moment in our school community.

Our many collaborative partnerships with community based organizations are centered in the belief that access and opportunity will narrow the achievement gap that weighs upon our society. Eagle extracurricular activities include but are not limited to; a Violin program with the Noel Pointer Foundation, Martial arts taught by DNA Karate, Robotics through a joint partnership with York College and The 100 Black Men, P.S.A.L. sports such as Basketball, Wrestling and Football, middle school CHAMPS sports in soccer, volleyball and basketball, an extensive music program by Label X, and Model United Nations in partnership with Links Inc. In addition to these in school programs we have a host of out of school program partners such as; Mount Sini , Summer Search, the All- Star Project, Eagle Foundation, Fordham University STEM program, and Sponsors for Educational Opportunity all of which are multiyear commitments to the academic and social mentoring of our young men. Each of these Community Partners assists to strengthen the habitual application of the 5 Eagle Pillars.

Another unique aspect of Eagle Academy is our "House" (advisory) program which used a developmental appropriate curriculum tailored to the needs of 11-18 year olds . Once or twice a week our young men meet in small "House" groups of 15 students or less to discuss, share, and even strategize issues that are age and interest appropriate.

As a limited unscreened program one of our ongoing challenges is meeting the diverse academic needs of our students within the confines of a small school budget. In 2013 over 90% of our incoming 6<sup>th</sup> graders were reading below grade level and 25% were IEP students. However, we have been able to make progress in closing the city and nationwide achievement gap that cripples our country. In Spring 2014 we demonstrated excellent growth on 6 and 7<sup>th</sup> grade math, 8th grade ELA and 9<sup>th</sup> grade Living Environment standardized state examinations. This year as we seek to build upon last year's progress we are focused on Math conceptual development, rigorous learning tasks across all disciplines and credit accumulation across our High school.

## 29Q327 School Information Sheet

| School Configuration (2014-15)                                  |                        |   |     |   |
|---|------------------------|---|-----|---|
| Grade Configuration   | 06,07,<br>08,09,<br>10 | Total Enrollment                                | 433 | SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                        |   |     |   |
| # Transitional Bilingual  | N/A                    | # Dual Language                                 | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                        |   |     |   |
| # Special Classes   | 37                     | # SETSS   | N/A | # Integrated Collaborative Teaching           |
| Types and Number of Special Classes (2014-15)                   |                        |   |     |   |
| # Visual Arts   | 9                      | # Music   | 8   | # Drama                                       |
| # Foreign Language  | 7                      | # Dance   | N/A | # CTE   |
| School Composition (2013-14)                                    |                        |   |     |   |
| % Title I Population  | 2.6%                   | % Attendance Rate                               |     | 91.6%   |
| % Free Lunch  | 56.5%                  | % Reduced Lunch                                 |     | 13.3%   |
| % Limited English Proficient                                    | 0.3%                   | % Students with Disabilities                    |     | 23.2%   |
| Racial/Ethnic Origin (2013-14)                                  |                        |   |     |   |
| % American Indian or Alaska Native                              | N/A                    | % Black or African American                     |     | 90.7%   |
| % Hispanic or Latino  | 3.8%                   | % Asian or Native Hawaiian/Pacific Islander     |     | 1.4%  |
| % White   | 2.0%                   | % Multi-Racial                                  |     | N/A   |
| Personnel (2014-15)   |                        |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 4.34                   | # of Assistant Principals (2014-15)             |     | 2   |
| # of Deans (2014-15)  | N/A                    | # of Counselors/Social Workers (2014-15)        |     | 1   |
| Personnel (2013-14)   |                        |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A                    | % Teaching Out of Certification (2013-14)       |     | 3.8%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.7%                   | Average Teacher Absences (2013-14)              |     | 2.68  |
| Student Performance for Elementary and Middle Schools (2013-14) |                        |   |     |   |
| ELA Performance at levels 3 & 4                                 | 14.4%                  | Mathematics Performance at levels 3 & 4         |     | 15.7%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A                    | Science Performance at levels 3 & 4 (8th Grade) |     | 50.0%   |
| Student Performance for High Schools (2012-13)                  |                        |   |     |   |
| ELA Performance at levels 3 & 4                                 | N/A                    | Mathematics Performance at levels 3 & 4         |     | N/A   |
| Credit Accumulation High Schools Only (2013-14)                 |                        |   |     |   |
| % of 1st year students who earned 10+ credits                   | 71.8%                  | % of 2nd year students who earned 10+ credits   |     | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A                    | 4 Year Graduation Rate                          |     | N/A   |
| 6 Year Graduation Rate  | N/A                    |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |                        |   |     |   |
| Reward  |                        | Recognition                                     |     |   |
| In Good Standing  | X                      | Local Assistance Plan                           |     |   |
| Focus District  | X                      | Focus School Identified by a Focus District     |     |   |
| Priority School   |                        |   |     |   |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                        |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                        |   |     |   |
| American Indian or Alaska Native                                | N/A                    | Black or African American                       |     | YES   |
| Hispanic or Latino  | N/A                    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                    | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES                    | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES                    |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                        |   |     |   |
| American Indian or Alaska Native                                | N/A                    | Black or African American                       |     | YES   |
| Hispanic or Latino  | N/A                    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                    | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES                    | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES                    |   |     |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                        |   |     |   |
| American Indian or Alaska Native                                | N/A                    | Black or African American                       |     | YES   |
| Hispanic or Latino  | N/A                    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                    | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                    | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES                    |   |     |   |
| <b>Accountability Status – High Schools</b>                     |                        |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                        |   |     |   |
| American Indian or Alaska Native                                | N/A                    | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                    | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                    | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                    |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                        |   |     |   |
| American Indian or Alaska Native                                | N/A                    | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                    | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                    | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                    |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                        |   |     |   |
| American Indian or Alaska Native                                | N/A                    | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A                    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                    | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A                    | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A                    |   |     |   |

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

We developed this goal based upon a review of the 2014-2015 NYS Math assessment and the 2014- 2015 Progress report. The data showed that 14% of our students are performing at or above grade level therefore we have a school wide need for intervention and remediation of common core math skills.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Using the progress report metrics for student progress, our schools’ Median adjusted growth percentile in Mathematics will improve 5% percentile points to a Median adjusted growth percentile of 70% placing us above the current peer and city median.

### Part 3 – Action Plan

|  |   |   |  |
|--|---|---|--|
| <p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>  | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>All students will utilize diagnostic and prescriptive math intervention via “Go Math” a comprehensive math program that will be utilized both in school and at home.</p> <p>Teachers will receive Professional development focused on the program and the creation and facilitation of math centers.</p>  | <p>All math Teachers across grades 6-7 will use the program including special educators. We will use approximately 4 Laptops or iPad’s in each classroom to create a “Go Math” center for all grades.</p> | <p>September to June</p>  | <p>Math Department</p>   |
|  |   |   |  |
|  |   |   |  |
|  |   |   |  |

**Part 4 – Budget and Resource Alignment**

|  |          |  |                                |  |            |  |                  |  |                   |  |                      |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <p>“Go Math” teacher resources, webinars , Student workbooks and individual student on line licenses</p>   |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X  | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|  | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By December 9 2014 all teachers will up load their students on the program and send invitations to parents and students. By January 15, 2015 85% of students will complete the diagnostic and at least 1 lesson. By March 7, 2015 85 % of all students will complete at least 12 lessons. By April 21, 2015 85% of 6-8 grade students will complete at least 25 lessons.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

A Review of the 2014-2015 progress report showed that our weakest area of school progress as compared to other schools is the English median adjusted growth percentile for our school’s lowest third. This highlighted the need to pay special attention to our most at risk readers, most of whom already have IEP’s and receive intervention services.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Using the Progress report metrics we will improve our English Median adjusted growth percentile for the school’s lowest third by 7%, matching the median level for both our peer group and the city at 80%

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>              | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|---|---|--|
| <p>All students will take the Scholastic reading inventory in the first 3 weeks of school to identify their lexile level. Based upon their reading performance report our lowest performing 60</p>  | <p>Based upon their reading performance report our lowest performing 60</p> | <p>September to June</p>  | <p>All of our Special educators will be trained in the use of the program and 3 of the teachers will use the</p> |

|  |  |  |   |
|--|--|--|---|
| students will use the Scholastic Read 180 intervention program 4 days a week during our school wide morning AIS class. Our self-contained classes in the 6 <sup>th</sup> and 7 <sup>th</sup> grades will take the class during the school day 10 periods a week.   | students will use the Scholastic Read 180 intervention program |  | programs daily with their AIS classes and self-contained classes. |
| Using the program we are targeting a minimum increase in lexile level of at least 150 points by the end of the school year for every child regularly attending the Read 180 classes. We will perform quarterly bench mark assessments in addition to the programs' unit assessments to monitor student progress towards the learning target. |  |  |   |
|  |  |  |   |
|  |  |  |   |

**Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |  |                                |  |            |  |                  |  |                   |  |                      |
| Renewal of the Read 180 software license and possible Per session   |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| 1. September 3, 2014 Read 180 Professional development  |
| 2. September 24, 2014 all students will take the Scholastic reading inventory.  |
| 3. September 30, 2014 begins AIS classes in the morning.  |
| 4. October 16, 2014 Read 180 Coaching day   |
| 5. December 5, 2014 students take first benchmark assessment  |
| 6. January 28, 2015 second benchmark assessment   |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

This goal was created as we looked at our ninth grade students’ middle school academic records, and 9<sup>th</sup> grade trends across the city. Research showed that most students that fall behind in the 9<sup>th</sup> grade never recover and leads to an increased dropout rate.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

80% of Ninth and Tenth grade students will complete the 2014-2015 school year having earned a minimum of 10 High School credits towards graduation

### Part 3 – Action Plan

|   |   |   |   |
|---|---|---|---|
| <p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>  | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p>   | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>  |
| <p>We will create a multi-tiered credit recovery program for students that fail courses in the first semester. These students will be enrolled in one or both of the following programs; A 15 week Saturday program from 9 am -1pm, and two day a week evening classes from 3:30pm -5:30 pm.</p>  | <p>The targeted group of students will be those 9<sup>th</sup> and 10<sup>th</sup> graders that have earned fewer than 5 credits in the first semester of the school year. We will use each trimester to assess whether or not the students are on track.</p> | <p>Evening classes will begin February 3, 2015 and Saturday classes will begin February 7, 2015. Both of these programs will run until the second week of June, 2014.</p> | <p>All teachers will have an opportunity to apply for the job postings. The classes will focus on alternate instructional delivery methods with an emphasis on research and technology.</p> |
| <p>Teachers will be trained twice a week on the use of inquiry based instruction, technology, and questioning discussion techniques to enhance instruction beginning in January 2015. Leveled questions, laptops and iPads will be used in class.</p>   |   |   |   |
|   |   |   |   |

**Part 4 – Budget and Resource Alignment**

|  |          |  |             |  |            |  |                  |  |                   |                      |
|--|----------|--|-------------|--|------------|--|------------------|--|-------------------|----------------------|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |          |  |             |  |            |  |                  |  |                   |                      |
| <p>Saturday Program, per session for one administrator and four teachers, 4 hours per week for 15 weeks. Extended day classes, one administrator and 2 teachers, four hours per week for 18 weeks.</p> |          |  |             |  |            |  |                  |  |                   |                      |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>  |          |  |             |  |            |  |                  |  |                   |                      |
| X  | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A |  | Title III, Part A | Title III, Immigrant |

|  |     |  |                                |  |         |  |            |  |         |  |       |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
|  | C4E |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF |  | PTA Funded |  | In Kind |  | Other |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Each trimester (6 week cycles) we actively will monitor their progress towards earning all possible credits.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

Evaluating 2014 Regents data for our school and across the city we observed the trend of a low passing rate on Algebra and geometry regents hence lowering the graduation rates of struggling math students

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

65% of HS students will pass the 2015 Math Regents exams.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p>                      | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|---|---|
| <p>Saturday Regents prep class beginning in April to teacher test sophistication and remediation of concepts</p>  | <p>All 8-10 grade students preparing for regents.</p>   | <p>The 7 week regents prep program will begin April, 2016 and end June 2016</p> | <p>Middle and High School Math Teachers</p>   |

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**Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |  |                                |  |            |  |                  |  |                   |  |                      |
| Per session   |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| We will administer two benchmark regents’ assessments during the Saturday program to prepare and assess the students. We will use schoolnet as a resource to monitor progress and develop bench mark assessments                              |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
|  |  |   |  |
|  |  |   |  |
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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

|  | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|--|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
|  | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b>              | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|---|--|--|
| <b>English Language Arts (ELA)</b>  | Scholastic diagnostic, Baseline MOSL data, 2014 ELA exams | Read 180, Credit "recovery"   | Small group and one-to-one.  | Before/ afterschool and during school  |
| <b>Mathematics</b>  | Baseline MOSL data, pre assessment data, 2014 Math exams. | "Go Math" and Credit "recovery"   | Small group and one-to-one.  | During the school day, after school and on line at home  |
| <b>Science</b>  | Baseline MOSL data, classroom assessments                 | Tutoring and Credit "recovery"  | Small group  | During and after school  |
| <b>Social Studies</b>   | Baseline MOSL data, classroom assessments                 | Credit "recovery"   | One –to -one Technology program  | Before and Afterschool   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Grade level teacher team referral, Parent request         | Counseling  | Small group or one-to-one  | During the school day  |

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

|  |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
|  |

#### **2b. High Quality and Ongoing Professional Development**

|  |
|--|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
|  |

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  |   |   |                                  |
| Title II, Part A       | Federal  |   |   |                                  |
| Title III, Part A      | Federal  |   |   |                                  |
| Title III, Immigrant   | Federal  |   |   |                                  |
| Tax Levy (FSF)         | Local  |   |   |                                  |

**<sup>1</sup>Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. 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.

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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