



BRONX ACADEMY HIGH SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 08/BRONX/08X560

ADDRESS: 1440 STORY AVENUE BRONX, NEW YORK 10473

TELEPHONE: (718)860-5060

FAX: (718) 860-5063

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

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

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

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08x560 **SCHOOL NAME:** Bronx Academy High School

DISTRICT: 08 **SSO NAME/NETWORK #:** Empowerment/#16

SCHOOL ADDRESS: 1440 Story Avenue Bronx, New York 10473

SCHOOL TELEPHONE: (718) 860-5060 **FAX:** (718) 860 -5063

SCHOOL CONTACT PERSON: Winston Phillips **EMAIL ADDRESS:** wphilli@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Winston Phillips

PRINCIPAL Patrice English-Young

UFT CHAPTER LEADER Robert Ward

**PARENTS' ASSOCIATION
PRESIDENT** Toni Carter

STUDENT REPRESENTATIVE
(Required for high schools) Fred Cosme

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Joel DiBartolomeo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Patrice English-Young	*Principal or Designee	
Robert Ward	*UFT Chapter Chairperson or Designee	
Toni Carter	*PA/PTA President or Designated Co-President	
Elena Bellamy	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Fred Cosme	Student Representative, if applicable	
Dijuona Furman	Student Representative	

* Core (mandatory) SLT members.

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

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.

Bronx Academy High School (BAHS) is a school committed to empowering students and their parents to be active participants in their own academic and social success by providing them with a quality education which builds on the individual strengths and addresses the needs of our students through a quality education.

Career exploration is very important to the success of our students. Many of them have already entered the work force and are looking to advance themselves or to find a career aligned to their individual interests. With this in mind, we provide students with the opportunity to learn about careers through our course offerings and school-wide activities. We offer courses in the areas of robotic/engineering, forensic science, botany, and accounting. BAHS also hosts career/college fairs bi-yearly, and on a monthly basis we spotlight career options. In collaboration with the college advisor, the student government takes a career interest survey. Our parent coordinator, student government, and college advisor invite speakers to present career options at our monthly Town Hall meetings.

Our students enter with various individual needs. Strategies for meeting these needs are to assess students' reading, writing, and math skills and to provide individual scheduling and flexible programming. Students are able to accumulate as much as 25 credits for the school year. Also, we offer internships such as those in the field of environmental studies.

To enrich our learning environment, BAHS has partnered with National Aeronautics and Science Agency (NASA), Consolidated Edison, Credit Suisse, The Women's Project, Learning through Expanded Arts Program (LEAP), Bronx Zoo, Rocking the Boat, Yaffa Multicultural Corp, and Community Works. These partnerships provide our students with the opportunity to learn various methods of expression. The modalities include poetry, dance, theater, science and technology. Students have the opportunity to perform at the school's winter and spring concerts in addition to performing on stage at an off-Broadway theater. Students also take trips to places like the theater and the Bronx Zoo. Moreover, students participate in FIRST robotics competition.

In addition to resources received from our schools allocations, we also applied for grants. We have received grants from NASA and Credit Suisse which are used to enrich our educational program.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	High School x560-Bronx Academy High School				
District:	08	DBN #:	08x560	School BEDS Code #:	320800011560

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					70.5	72.8			
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3									
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					89.9	75.7	74.8		
Grade 8									
Grade 9				Students in Temporary Housing:					
Grade 10	148	149	312	(Total Number as of June 30)	2006	2007	2008		
Grade 11	78	59	48		2	3	2		
Grade 12	166	124	42						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary	2	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	394	352	402		5	1	7		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	10	3	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	7	16		
Number all others	0	0	0	Superintendent Suspensions	0	13	24		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	27	17	17	Number of Staff:			
# ELLs with IEPs	0	0	2	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	22	24	25
				Number of Administrators and Other Professionals	10	7	10
Overage Students:				Number of Educational Paraprofessionals	1		1
(# entering students overage for grade as of October 31)	2006	2007	2008				
	145	147	175				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.0	0.6	0.2	Percent more than two years teaching in this school	59.1	79.2	76.0
Black or African American	49.8	35.9	45.8	Percent more than five years teaching anywhere	59.1	58.3	64.0
Hispanic or Latino	47.7	57.1	51.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.6	0.8	Percent Masters Degree or higher	91.0	88.0	88.0
White	1.8	2.3	1.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.4	84.4	96.5
Multi-racial							
Male	48.0	51.7	51.7				
Female	52.0	48.3	48.3				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	IGS
	Math:			Math:	IGS
	Science:			Grad. Rate:	IGS

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				X	X	√
Ethnicity						
American Indian or Alaska Native						
Black or African American				X	X	
Hispanic or Latino				X	√ ^{SH}	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities				-		
Limited English Proficient				-		
Economically Disadvantaged				√ ^{SH}	√ ^{SH}	
Student groups making AYP in each subject				1	2	1

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	C	Overall Evaluation:	proficient
Overall Score	36.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	3.9	Quality Statement 2: Plan and Set Goals	proficient
School Performance (Comprises 30% of the Overall Score)	11.0	Quality Statement 3: Align Instructional Strategy to Goals	proficient
Student Progress (Comprises 55% of the Overall Score)	20.5	Quality Statement 4: Align Capacity Building to Goals	proficient
Additional Credit	1.3	Quality Statement 5: Monitor and Revise	proficient

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and highlights 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?
-

After reviewing the data from Quality Review, Progress Report, Learning Environment Survey, Regents Summary in addition to NYS assessment data, Scholarship Reports, cohort data, and staff and student anecdotes, we found that Regents results, student attendance, and credit accumulation needed to be addressed. Student participation on Regents examinations increased overall. For example, in math, there was a 51% increase in the number of students taking the examination and science experienced a similar increase. The number of students earning a 65% or higher on Regents examination also increased. For example, math showed a significant increase of 47%. Social Studies increased in US History; though not significantly.

The trends observed in the scholarships showed that there were increases in the number of students registered to take the courses. Credit accumulation did not increase. This was attributed to a need to motivate these students to attend the classes regularly.

Bronx Academy is a transfer school. Its population consists of students who exhibited poor attendance in their previous school. Attendance patterns are on the decline within the school year. As the school year progressed, the students' attendance declined. In October 2007, the attendance rate was 74%; while in June 2008, the attendance rate was 69%. A similar pattern was seen in the scholarship report. Teachers' comments for student performance on the report card included "excessively absent and absent on test days." This finding supported the 2007-2008 Quality Review, conclusion, "... the school must embed systems to rigorously improve student attendance ..."

The school issued more diplomas to students who attended for 6-years; however, there remains a group who need additional support to earn a diploma within 6-years. This was evident when reviewing 4-year and 6-year cohorts; the trend showed that the percentage of students receiving a diploma and who were enrolled in the school for these cohorts was 29%. This exceeded the total percentage of students who dropped out by 5%. The school also granted more Regents diplomas. The longer a student was enrolled, for example, 7% of the 6-year cohort earned a Regents diploma compared to 4% of the 4-year cohort. 44% of the 6-year cohort received diplomas as compared to 16% in the 4-year cohort. Of the 6-year cohort, 10% are still enrolled; 7% received positive discharges, and 36% received negative discharges. In the 4 year cohort, 70% are still enrolled and 14% received negative discharges. In reviewing the Planning Interview Forms the patterns showed that some students joined the work force full time to support themselves, some students were unclear of the need to be successful in class, a number of students moved with no forwarding address, and others students had chronic absenteeism.

We also see an increase in the number of students who dropped out between the cohorts: 14% of the 4-year cohort and 36% of the 6-year cohort. Based on student interviews, the reasons for the dropout in both cases were financial and limited understanding of the relationship between course work and career options. The Learning Environment Survey (2007-2008) was consistent with the student interviews.

Credit accumulation is an area the school is addressing. Based on reviewing student transcripts and the Progress Report we found that, with the exception of special education students, our students were not accumulating 11+ credits per year. The difference between the special-needs students and the general education students is that the special needs students have more opportunities for adult-student contact and they have the availability to receive additional counseling services. Our counselor ratio of student to counselor is approximately 200:1 while the special needs students have 40:1.

Resources

Multiple resources were used to support the Inquiry Team's focus on Writing. We contracted, Kaplan, Yaffa, Community Works, The Women's Project, and Learning through Expanded Arts Program (L.E.A.P.) who provided opportunities for writing. Kaplan worked with the English teachers at developing strategies for improving writing. Women's Project's and Yaffa's focus was on writing through theater and poetry. In all cases the students responded well. There was an anthology of poems produced and the students wrote and performed monologues. One student who has had a history of not succeeding wrote a monologue and performed the piece. The students attended all sessions for this activity. The student in the Inquiry Team showed gains on the ELA Regents examination. The Extended Day and Saturday School program provided additional Academic Intervention Services (AIS). We increased the Inquiry Team staff members in order to support the work with the Level 1 and 2 students. The parent coordinator organized parent workshops in technology, transcript reading, and résumé writing.

Accomplishments

This school year we experienced several accomplishments particularly in the initiative to increase the communication between school and home. There were approximately 10,000 phone calls home, letters mailed and visits to student's home. Parents' attendance to PTA meetings increased.

Our work with the Inquiry Team and the target population resulted in the production of students improving their performance in writing. Students moved from low level 1 to low level 2 and high level 2 to level 3. Documents produced by the team are now used to plan student interventions by their teachers. The Inquiry Team teachers presented their findings and shared strategies with the school's staff. The professional development provided by our literacy, math and Kaplan coaches helped teachers align the strategies to student needs.

The creation of the Reflection/Planning team, currently referred to as the Inquiry Team, is made up of eight staff members who attended a retreat in June to plan for the 2008 -2009 school year. The team discussed issues identified by the school community that were priorities to address. From this meeting we found that communication is a common thread in all the issues. Five committees were formed under the umbrella of communication. The motto was "One Voice". The committees formed were Instructional, Attendance, Electronic Devices, Hallways, and Communication.

Introduction of DIVAS in May 2008 to the school community resulted in a large number of female students signing up to participate in the program. DIVAS is a 'club' developed for the female students to meet and discuss topics related to being female, to attaining academic progress, and to providing community services, and career exploration. This has set the foundation for the current school year to implement the workshops for the program and to include a program for the male students, 'Gents'.

Improvement on the Environmental Survey and the rating of Proficient on our Quality Review raised the spirit of the community.

Students striving to earn a 65% or higher on the Regents examinations is an accomplishment. This expectation leads to the motto "65 or better on Regents examinations and excellence in all classes". Several students who earned below 65 took the examinations a second time and earned the 65 or better.

Students had the opportunity to receive tutoring/small group instruction during the school day. We implemented a system to provide academic intervention services by assigning teachers to small group tutoring as a professional assignment during the students' lunch periods. Lunch was brought to the classroom for these students.

Students working with the Women's Project performed for the parents at the school and at an off-Broadway theater. Students produced an Anthology of Poetry and recited their poems to the parents with the work of Yaffa. Students performed at the Winter Concert with work from L.E.A.P.

Significant aids

Significant aid to support improvement is the ability to contract the services of Women's Project, L.E.A.P., Yaffa, Plato, and Kaplan. These organizations supported our goal of improving literacy among our students. This year we continue to focus on literacy. The area is reading comprehension and vocabulary-building. Celebrating student and parent successes aided in promoting the expectation of our mottos "Success is a necessity, not an option" and "65% or higher on Regents examinations and excellence in all classes."

Barriers

Increased funding to continue to support and expand the initiatives poses a barrier. For example, we want to expand the work of the Inquiry Team on literacy across the curriculum with Kaplan, Yaffa, and The Woman's Project to include additional departments and address the current year's goal for literacy. Expand the ability to accelerate credit accumulation by providing access to alternative instructional opportunities and AIS services available through technology in the classrooms (Plato). Addressing student attendance is also affected by insufficient funding. The school has determined there is a need to increase the guidance/social worker staff to meet the emotional/social needs of the students that interfere with students attending school regularly. The school plans to secure incentives to reward students for both performance and attendance. Sufficient funding is needed to provide these incentives. Additional funding is needed to send staff to professional development workshops for instruction, attendance, and guidance services, to create opportunities for staff to plan collaboratively, and to increase the guidance/social worker staffing needed to address the students' social/emotional needs. There is also the need for professional development to continue the work started for literacy improvement and teaching strategies, more incentives for student attendance and performance, and lastly, increased funding to continue to provide AIS services similar to our offerings of Extended Day and Saturday School for the 2007-2008 school year.

Also of concern is the desire of many students to participate in the arts and sports. The school does not have a gym or an auditorium. This presents a barrier because we have students interested in sports such as basketball, football, hockey, golf, and tennis and we are unable to offer these courses. We also have students interested in the performing arts. This requires the use of an auditorium. This limits our ability to expand these offerings. We completed and submitted an application for a capital expenditure to add a gym and an auditorium to the facility.

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 2008-09 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 NCLB/SED improvement (SURRE, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: By June 2009, student performance on State Regents/RCT examinations in all subject areas will increase by 5%.

Student performance on the Regents/RCT examinations must be improved as demonstrated by the previous year's results. Based on the 2006-2007 School Report Card, the school did not make AYP in math or English.

Goal 2: By June 2009, student attendance will increase by 5%.

Student attendance has been an issue for our school and was cited in the Quality Review 2007-2008.

Goal 3: By June 2009, the number of students receiving 11+ credits will increase by 5%.

A transfer school receives students who are over-aged and under-credited so their opportunity to accumulate credit accelerated. Based on the Progress Report our students are not accumulating the credits at the rate necessary to graduate in 6 or 4 years. This results in students dropping out of school because they reach 22 years of age before accumulating the credits required for graduation.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, student performance on State Regents/RCT examinations in all subject areas will increase by 5%.</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>To increase the performance of all students in the area of instruction, our school will target four areas, English language arts (ELA), mathematics, science, and social studies through a focus on reading comprehension and vocabulary acquisition.</p> <p>English/ESL</p> <ul style="list-style-type: none"> • Starting October and continuing through the school year, teachers will increase literacy with vocabulary acquisition and reading comprehension strategies provided by the literacy coach, and the Kaplan coach. • Starting September and continuing to June, teachers will differentiate instruction using the students’ instructional goal. Individual student goal-setting, timelines, instructional strategies, and assessment will be conduct by the classroom teacher with individual students. The literacy coach will hold bi-weekly workshops on various teaching strategies. • Starting in September and as new students are admitted to class, classroom teachers will use the English Performance Series to assess student ELA needs. • Starting September and continuing to June, teachers will increase use of technology in the classroom- Computers, Power Point, Plato, and use of the Internet. • Starting October and continuing to June, librarian will pilot reading activity, ‘DEAR— Drop Everything and Read’ daily during selected period. • Starting September and continuing to June, teachers will visit the library a minimum of once per month with the class so student can select reading materials for book reports. Students will be asked to generate list of new vocabulary words from the reading. • Starting October and continuing to June ESL students will produce a book of short stories

by the classroom teacher and the literacy coach.

- Starting September and continuing to June students at the intermediate level will receive supplemental instruction using Plato – English.
- Student performing at the level 1 and 2 will have access to Plato – English and are scheduled in classes that have increased time on task.

Mathematics

- Starting October and continuing through the school year, teachers will increase math literacy with vocabulary building and reading comprehension strategies provided by collaboration with the literacy coach, math coach, and Kaplan coach.
- Starting September and continuing to June, teachers will differentiate instruction using the goal sheets.
- Starting in September and as new student are admitted to class, classroom teachers will use the Math Performance Series to assess student math needs in term 2 math course.
- Starting September and continuing to June, teacher will increase use of technology in the classroom- Computers, Power Point, Plato, Accelerated Math, and Use of the Internet.
- Starting September and continuing to June students at the intermediate level will receive supplemental instruction using Plato – English.
- Student performing at the level 1 and 2 will have access to Plato – English and are scheduled in classes that have increased time on task.
- Spring term the math teachers and math coach will organize Math Fair open to all math students.

Science

- Starting September and continuing to June teachers will focus on reading comprehension and vocabulary acquisition in the social studies classes. They will work with the Kaplan coach to develop strategies.
- Starting September and continuing to June, teachers will differentiate instruction using the goal sheets. The literacy coach and supervisor will assist in this process.
- Starting September and continuing to June, teachers will increase the use of technology in reviewing for the regents examination by using Plato in class as well as students will have access to this internet based program at home.

Social Studies

- Starting September and continuing to June teachers will focus on reading comprehension and vocabulary acquisition in the social studies classes. They will work with the Kaplan coach to develop strategies.

	<ul style="list-style-type: none"> Starting September and continuing to June, teachers will differentiate instruction using the goal sheets. The literacy coach and supervisor will assist in this process. Starting September and continuing to June, teachers will increase the use of technology in reviewing for the Regents examination by using Plato Software students will have access to this software at home. <p>Guidance services supports instruction in the following manner:</p> <p>Starting September and continuing to June 2009, guidance counselors will:</p> <ul style="list-style-type: none"> Identify AIS for students performing at level 1 and 2. Provide individual, small groups, and/or classroom sessions to discuss progress to address social and emotional needs that interfere with student performance, Compile and recommend students- in-need of Academic Intervention Services, such as Extended Day, Plato, and during the day tutoring. Parents will be notified by phone and/or mailing regarding the students needed for testing. Presentation at the PTA meetings will include information regarding graduation requirements, AIS, and testing.
<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>	<ul style="list-style-type: none"> Tax Levy Title I Contract for Excellence Translation <p>Supervisors, teachers, coaches, parent coordinator, guidance counselors, family assistants, librarian, computer technician, school aides , Kaplan coaches, and Plato</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Increase in student performance by 5% in each of the Regents examinations from the previous years. Mock examinations, the Performance Series periodic assessments in math and ELA, and results of students' previous Regents a minimum of once per term.. Guidance counselor logs, small group and classroom agendas.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, student attendance will increase 5%.</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>	<ul style="list-style-type: none"> • Starting September and continuing to June teachers and administrative staff introduce more engaging courses through the redesign of elective course offering. Courses such as digital photography and robotics/engineering will be offered. • Starting September and continuing to June teachers will personalize instruction for students through the use of assessments, interest surveys, differentiation, individual student learning goal-setting, interim student progress reports to student and parent, etc. • Starting in September and continuing to June teaching, guidance and administrative staff will build rapport between student and staff through our Adopt-A-Student program. • Starting September and continuing to June, internet-based instructional support instruction will be available to students, for example, Plato. • Increased communication and home visits to students who show inconsistent attendance patterns by the attendance team. • Starting October and continuing to June, guidance will monitor attendance closely with increased communication with parents, teachers, and students. Guidance counselors will hold small group sessions with students who demonstrate sporadic attendance and conduct classroom guidance lessons on the importance of attendance. • Attendance incentives will be used to recognize students who demonstrate perfect attendance and improved attendance, and class attendance.

<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>	<ul style="list-style-type: none"> • Tax Levy • Title I • Contract for Excellence <p>Supervisors, teachers, coach, parent coordinator, guidance counselors, family assistants, librarian, computer technician, school aides and Plato</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increase in the school attendance by 5% as seen in the Department of Education daily attendance • Increased number of students who qualify for incentives from September to June • Progress report • Log from home visits, phone master, guidance counselors

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the number of students receiving 11+ credits will increase by 5%.</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>Instruction for all students will target the 7 subject areas:</p> <p>English/ESL</p> <ul style="list-style-type: none"> • Starting September and continuing to June, teachers will include PLATO as a supplemental to their classes to foster reading comprehension and vocabulary-building. • Starting October and continuing to June, PM school will offer additional ELA class for students who need ELA credit. • Starting September and continuing to June, teachers will work with students to develop instructional goals and time-bound action plans to address student learning gaps and/or enrich student learning experiences. • Starting September continuing to June, teachers will take students to the library at a minimum of once per month to get a book for leisure reading. Literacy coach will provide leveled book list. • Interim Progress Reports on student English progress distributed three times per year by each English teacher to the parents. • Increase alternative use of student evaluation tools by classroom teacher for student to demonstrate mastery: project, report, Poetry Recital, class presentation, class examination, etc. <p>Mathematics</p> <ul style="list-style-type: none"> • Starting September and continuing until June, Math prep teacher will make use of the Performance Series math examination to differentiate instruction, identify specific student

learning goals and objectives, develop a plan with individual students to accomplishing these goals.

- Teachers will increase the use of manipulatives in the classroom with the students. The math coach will align the manipulatives with the math topic and provide professional development on a biweekly basis to the teachers.
- Interim Progress Reports on student math progress distributed three times per year by each math teacher to the parents.
- Starting October Extended Day program using Plato is available for students who have previously failed math.
- Starting September students will have access to use Plato, in the classroom.
- In April, Math Fair open to all students will be coordinated by the math teachers and math coach.

Science

- Starting September and continuing to June, teachers will work with students to develop instructional goals and time-bound action plans to address student learning gaps and/or enrich student learning experiences.
- Starting September and continuing to June, teachers will include PLATO as a supplemental to their classes to foster reading comprehension and vocabulary-building.
- Starting October and continuing to June, PM school will offer an additional science class for students who need science credit.
- Interim Progress Reports on student math progress distributed three times per year by each science teacher to the parents
- In May, all students will participate in the Science/Social Studies Fair coordinated by teachers of the science and social studies departments.

Social Studies

- Starting September and continuing to June, teachers will work with students to develop instructional goals and time-bound action plans to address student learning gaps and/or enrich student learning experiences.
- Starting September and continuing to June, teachers will include PLATO as a supplemental to their classes to foster reading comprehension and vocabulary-building.
- Starting October and continuing to June, PM school will offer additional social studies class for students who need social studies credit.
- Administration and teachers will provide instruction using Plato for students who were not successful in American History or Global Studies classes.
- The teacher of economics will have students participate in the stock market game for fall

and spring term.

- Interim Progress Reports on student math progress distributed three times per year by each social studies teacher to the parents
- In May, all students will participate in the Science/Social Studies Fair coordinated by teachers of the science and social studies departments.

Foreign Language

- Starting September and continuing to June, all students who are in the Spanish class will produce a book of poetry and short stories with English translation.
- December 2008 and May 2009 an international festival with the foreign language and ELL students.
- Interim Progress Reports on student foreign language progress distributed three times per year by each foreign language teacher to the parents.

Art

- Starting September to June teacher will include writing experiences in the all art classes for students registered in art.
- Starting September to June introduction of digital photography as elective to students who need additional elective credits, or have interest in field of art.
- Interim Progress Reports on student art progress distributed three times per year by each art teacher to the parents.

Music

- Starting October through June, students in the required music class, will write lyrics to music (poetry) through the partnership with Yaffa. The students will also learn to introduce music to performances by partnership with Community Works, dance, The Women's Project, and the classroom teacher.
- December and May students will perform their pieces at the winter and spring concerts involving Yaffa, Community Works, Women's Project, and teacher.
- Interim Progress Reports on student music progress distributed three times per year by each music teacher to the parents.

Physical Education

- Starting October and continuing to June 2009, incentives are designed to enhance student's involvement, i.e. special trips and outings, rewards, certificates, etc.
- Starting September and continuing to June 2009, administration and teachers will increase the physical education offering to better address student interest, including dance and

	<p>technology (Fitness-o-gram).</p> <ul style="list-style-type: none"> • Interim Progress Reports on student physical education progress distributed three times per year by each physical education teacher to the parents. <p>Guidance services supports instruction in the following manner:</p> <p>Starting September and continuing to June 2009, counselors will:</p> <ul style="list-style-type: none"> • Review each student transcript to determine the credit accumulation patterns. • Schedule individual sessions with the student to set goals and develop action plans for each student to improve credit accumulation. • Administer a learning style inventory to the student and discuss his/her needs. This data will be shared with the teachers through ARIS. • Present at the department/faculty conference the trends that interfere with student credit accumulation and strategies developed to address the trends, which include positive reinforcement, such as incentives, probation cards, tutoring, etc. • Review credit accumulation of students at the end of each marking period and make necessary modifications in action plans. • Encourage enrollment in Extended Day.
<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>	<ul style="list-style-type: none"> • Tax Levy • Title I • Contract for Excellence <p>Supervisors, teachers, coaches, parent coordinator, guidance counselors, family assistants, librarian, computer technician, school aides , Kaplan coaches, and Plato</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increase of 5% of students accumulating 11+ credit. • Review of the credit accumulation using the Progress Report ITT tools data base to show the increase in credit accumulation – Progress Report. • Scholarship report increase in students passing subject classes.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

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

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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								
7								
8								
9	n/a							
10	90	20	20	25	100	N/A	20	
11	40	20	20	25	50	N/A	10	
12	20	20	20	25	25	N/A	10	

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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.

Notes: These students were targeted because they were performing below academic expectations. The established criteria for identification were through in class assessment and state tests.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>English Regents Prep is conducted during the Extended Day Program (Tuesday-Thursday) and on Saturday mornings during the Saturday Academy. Students are able to accumulate credit, make up for credits loss due to a failed course and to receive preparation for Regents as a result of the course offered in Saturday Academy. Kaplan services, in class regents prep, small group tutoring is available during student lunch period.</p>
<p>Mathematics:</p>	<p>Extended day program, after school classes and Saturday program. During the school day we have tutoring during students lunch period, double period math classes in regents prep.</p>
<p>Science:</p>	<p>Extended Day program after school and Saturday. During the school day we have tutoring during student's lunch.</p>
<p>Social Studies:</p>	<p>Students were assigned to Saturday school. Extended Day School during pm hours. Students were tutored during the day by teachers on P.A.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>In addition to mandated counseling, students are scheduled for additional academic and other appropriate counseling as needs dictate.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist provides testing of students to identify their academic progress.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social worker provides the mandated counseling as described in the students IEP. The social worker also provides transitional services to students</p>
<p>At-risk Health-related Services:</p>	<p>A nurse is on staff to address student health concerns such as diabetes and asthma.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2007-2008) LAP to this CEP.
See page 61

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2007-08: 22

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

The ESL Program services students identified require the ESL services as determined by NYSELAT performance. Once identified, students are programmed for the required class time. When identified students are programmed for the appropriate seat time based on their level, for example, intermediate students receive more than 360 minutes of ESL instruction per week, while advanced students receive more than 180 minutes per week. Our licensed ESL teacher ensures that the ELL students receive instruction that parallels the ELA mainstream which is designed to meet state standards in English. ELL students are expected to pass all mandated Regents including the ELA Regents. The strategies used reflect strategies from QTEL training. We have one intermediate class and one advanced class. The language of instruction is English.

II. Parent/community involvement:

Bronx Academy has a parent coordinator (PC) who meets on a regular basis with parents/guardians of the ELL students to ensure that parents understand the educational choices available to them. A monthly newsletter is mailed to keep parents abreast of all school activities and events. Parents are invited to participate on the school leadership and PTA. The parent coordinator is charged with out reach to the local business to initiate the first contact with the school community. The PC then makes appointments with the local businesses to visit the school or for the principal to visit the business. Identified businesses are invited to school activities and PTA meetings.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

We are a transfer school. This is not applicable to our population.

IV. Staff Development (2008-2009 activities):

ESL teacher will attend workshops on teaching strategies and compliance issues. The staff will receive professional development on differentiating instruction to meet the needs ESL students from the ESL teacher, literacy coach and math coach using QTEL training from the previous year. ESL and ELA teachers work with the Kaplan coach further assist in the implementation of the strategies. (See page 60)

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

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

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

We do not receive Title III funds we incorporate ESL strategies throughout the curriculum . We provide professional development to the staff using the QTEL from the ESL teahcer

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

N/A

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	n/a	
Purchased services such as curriculum and staff development contracts	n/a	
Supplies and materials	n/a	
Travel	n/a	
Other	n/a	
TOTAL	n/a	

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.

Home language survey results are used to assess the language spoken at the student's home. This data is used to determine the number of languages documents must be translated into. Once identified, documents are submitted for translation. The parents who need specific translations receive the literature in the home language. Oral interpretations availability is reviewed and provided in a similar manner using staff or oral interpretation 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.

The major findings for our school's written translation and oral needs are that a large number of students' parents speak Spanish at home. We have 2 homes with speak .1%Twee, .01% Hindu, .01% Portuguese, and 40% Spanish. The staff is informed of the language needs of the students through use of ARIS data base. They receive the individual student biographical data from this system for each class taught. The translation interpretation process is distributed to the staff.

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.

We will implement these new initiatives in September, 2008 and continue throughout the school year ending in June 2009. Principal will secure the services of bi-lingual staff members to provide interpretation/translation services for parents who speak Spanish or Hindu. The families who speak Indian, Portuguese and Twee we will use the translation services. Pre-printed material will be translated including report card requests in the home language of the student.

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.

DRAFT – MAY 12, 2008

The school uses staff members who speak Spanish or Hindi to translate for Spanish and Hindi speaking families. Oral interpretation for Portuguese and Tweek will come from outside interpreter.

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>.

Information will be posted regarding services available. Information about the services will also be mailed to the homes of the students.

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

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$376,287
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$3,762
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$18,814
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

See page 68-72

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

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

See page 63-66

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See page 09, Section IV.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Action Plans pages 13 – 21

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

- included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See pages for description of the above on pages 13 – 21.

3. Instruction by highly qualified staff.
All teachers with the exception of two are state certified in their license area.
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.

Kaplan is providing ongoing professional development for English, social studies teachers. The literacy coach worked with the development of all teachers.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
N/A
6. Strategies to increase parental involvement through means such as family literacy services.
See Title 1 Parent Involvement policy, page 2.
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.
N/A
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 have input through departmental, and faculty conferences, common planning time, and responses evaluations on surveys distributed by staff developers.
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.
- Program so students have tutoring within the school day. Plato was purchased for credit recovery and instructional support.
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.
N/A.

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.
N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;**N/A**
4. Coordinate with and support the regular educational program;
N/A
5. Provide instruction by highly qualified teachers;
N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
N/A
7. Provide strategies to increase parental involvement; and
N/A
8. Coordinate and integrate Federal, State and local services and programs.
N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: N/A **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
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.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development 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.

¹ 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: N/A

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The process the school has engaged in to assess whether this finding is relevant to your school's educational program starts with an item analysis of the students' ELA Regents results conducted by the English department. The students are also tested using the performance series to identify the standards that students have not mastered. Information from both is compiled by the literacy coach and the results shared with the ELA department. Patterns are identified by the department. This is then aligned to the NYS ELA standards. The teachers then review the curriculum to make adjustments. Each teacher receives a copy of the NYS ELA standards. They are instructed to refer to the standards when modifying the curriculum. The literacy coach works with the teachers on this process. Each ELA course curriculum is developed based on the State Standards. To ensure classroom instruction is aligned, examinations mirror the format and content of the NYS Standards.

The supervisor and ELL teacher review the material used in the general education classes to see if it meets needs of the ELL students. A similar process is used for special education. Recommendations are then made.

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

Applicable Not Applicable

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

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

1B. Mathematics

Background

DRAFT – MAY 12, 2008

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The supervisor of mathematics, math coach, networks math specialist and the teachers review the new math curriculum. The teachers meet to discuss the curriculum for geometry and integrated algebra to be taught. The team then identifies areas in the curriculum that does not align to the new curriculum. The curriculum is modified to reflect NYS Math Standards for 2005. The newly developed curriculum is reviewed for alignment. Concepts maps, pacing calendar, teaching resources, and student manipulative are also reviewed for the relevancy to the curriculum.

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Principal sets the expectations of classroom instruction at the opening faculty conference. The supervisor and literacy coach then meet with the department and review the expectations of classroom instruction. The literacy coach conducts a needs assessment then develops bi-weekly workshops that include teaching strategies, pacing, student engagement, etc. Principal, supervisor, literacy coach, and classroom teachers conduct learning walks to monitor/observe the incorporation of differentiation in the lessons, cooperative learning, student engagement, student learning assessment, and the 'workshop model' structure of the lesson. Principal, supervisor, literacy coach, and teacher discuss findings from learning walks. The findings are then shared with the individual teacher and trends with the department.

DRAFT – MAY 12, 2008

Principal, supervisor, literacy coach, and classroom teacher conduct model lessons that reflect expectations. Workshops are revised to address trends that do not support the expectations for instruction. Demonstration lessons are provided to individual teachers when needed. Expectations are recorded in formal and informal observations.

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Principal sets the expectations of classroom instruction at the opening faculty conference. The supervisor and math coach then meet with the department and review the expectations of classroom instruction. The math coach conducts a needs assessment then develops bi-weekly workshops that include teaching strategies, pacing, student engagement, etc. Principal, supervisor, math coach, and classroom teachers conduct learning walks to observe the incorporation of differentiation in the lessons, cooperative learning, student engagement,

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

student learning assessment, and the 'workshop model' structure of the lesson. Principal, supervisor, math coach, and teacher discuss findings from learning walks. Conversations and student surveys will be conducted. The findings are then shared with the individual teacher and trends with the department. Principal, supervisor, math coach, and classroom teacher conduct model lessons that reflect expectations. Workshops are revised to address trends that do not support the expectations for instruction. Demonstration lessons are provided to individual teachers when needed. Expectations are recorded in formal and informal observations.

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

Applicable Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The process for assessing the stability of staff is that a review of previous year's Table of Organization and budget report. A list is generated to identify staff that transfer to the school or new to the profession. Each teacher that is new to the building is paired with a buddy teacher. New teachers receive a mentor. New/transfer teacher workshops are held with the first month of the teacher's arrival. Professional development sessions are conducted by the supervisor. Informal and formal observations are conducted by the supervisor for each teacher. Regular weekly meetings are held for the new/transfer teacher.

To determine teacher experience the school reviews the BEDS report and seniority list. Teachers are identified as tenured maximum, tenured and non-tenured. Teachers are given an Individual Improvement Plan which serves as the basis for setting the learning goals for the year. The supervisor works with the teacher in accomplishing their goals by providing professional development and feedback.

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

Applicable Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The ESL teacher for this school received professional development through the QTEL this past school year. This school has one ESL teacher. He is part of the development of the policies.

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

Applicable Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

This school has one ESL teacher and a very small ELL population. The teacher and the supervisor work collaboratively to review the data, report finding, and develop strategies to address findings. The ESL teacher and math and literacy coach provide professional development to the staff on strategies for teaching ELL student in their class. Teachers of ELL students receive the listing of the ELL students in their class. The list contains the level, instructional time and language.

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

Applicable Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

IEP team will meet to review the needs of the students. They will then perform a needs assessment for the staff which includes the IEP identified needs for the students. Staff member professional development calendar is then arranged. Observations are made in the general education classrooms. Notations are made of strategies included in the lesson. The team re-examines the results of the surveys and observation report recommendations.

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

Applicable Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The IEP team meets to review the accommodations and/or modification for students. The team will also be reviewed IEP for alignment between goals, objectives, and modified criteria and the content on which these students are assessed on grade level state tests. Behavioral goals and objectives are also reviewed. The information is shared with the staff. Surveys are used to determine the proficiency of the staff in modifying classroom instruction. Professional development is offered by the special teachers based on the IEP and survey results to the staff for modification in instruction, behavior, and testing.

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

Applicable Not Applicable

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

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

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 24, 2008** Email address: **PENGLISH-YOUNG@SCHOOLS.NYC.GOV**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	08x560
School Name	Bronx academy High school
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 155,279
Principal Name	Patrice English-Young
Principal Email	penglish-young@schools.nyc.gov
Principal Phone	7188605070

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms **\$ 106,229**

Reducing teacher-student ratio through team teaching strategies

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
- No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24
 C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24
 C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24
 C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections	Projected Average Class Size 2008-09
C4E Target #1	10	Math	Students with Low Academic Achievement	25.0	2	24
C4E Target #2						
C4E Target #3						
C4E Target #4						
C4E Target #5						
C4E Target #6						

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 49,050
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

Students who have low academic performance/at risk of not graduating will have the opportunity to improve academic achievement and earn credit through extended day. The classes will run after school for the school year.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Please describe the program.

The program is a webbased credit accumulation program which allow the teacher for individualized instruction/intervention. Students will be able to address the specific skills to that the students have not mastered.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

ENGLISH LANGUAGE LEARNERS PROFESSIONAL DEVELOPMENT PROGRAM

DATE	TOPIC	AUDIENCE	PRESENTER
9/08	COMPONENTS OF THE ESL Program	Parents	Carolyn Murdaugh, Assistant Principal
9/08	Credit Recovery For ESL Students	Parents	Joyce Smith , Assistant Principal
9/08	Strategies For Students In The ESL Program	Teachers	Carolyn Murdaugh, Assistant Principal
9/08	Principles of Learning For ESL Students	Teachers	Joyce Smith , Assistant Principal
10/08	Vocabulary Development For ESL Students In Science Classes	Teachers	Joyce Smith , Assistant Principal
10/21/08	Lesson Planning For The Effective Teaching of All Students	Teachers	Joyce Smith , Assistant Principal
11/21/08	Strategies For Conferencing With All Students	Teachers	Joyce Smith , Assistant Principal
11/08	Strategies For Teaching English Language Learners	Teachers/Administrator	District 08 Office
11/08	Six Step Vocabulary Development For All Students	Teachers	Joyce Smith , Assistant Principal
12/08	The Academic Status of ESL Students	Teachers	Joyce Smith , Assistant Principal
12/6/08	Having All Students Think About Their Economic Performance	Teachers	Joyce Smith , Assistant Principal
12/08	Strategies For Teaching Students In ESL Classes	Teachers	Albert Weissberg
1/09	Strategies For Teaching Students According To Their Learning Styles	Teachers	Joyce Smith , Assistant Principal
1/09	Components of the ESL Program	Parents	Joyce Smith , Assistant Principal
1/09	Components of the ESL Program	Parents	Joyce Smith , Assistant Principal
1/09	Components of the ESL Program	Parents	Joyce Smith , Assistant Principal
2/2/09	Helping All Of Our Students Meet The Standards	Teacher	Joyce Smith , Assistant Principal
2/09	Incentive Programs For All Students	Parents	Joyce Smith , Assistant Principal
2/09	Credit Recovery For ESL Students	Parents	Joyce Smith , Assistant Principal
3/09	Writing Smart Goals For Students	Teachers	Joyce Smith , Assistant Principal
4/09	How Well Do You Teach: Know Your Subgroups	Teachers	Joyce Smith , Assistant Principal
4/09	Helping English Language Learners Succeed In School	Parents	Joyce Smith , Assistant Principal
5/09	Strategies For Teaching ESL Students : Lessons From Bueno Conferences	Teachers	Joyce Smith , Assistant Principal
6/09	Strategies For Teaching ESL Students:	Teachers	Joyce Smith , Assistant Principal

BRONX ACADEMY HIGH SCHOOL

1440 Story Avenue,
Bronx New York 10473
718-860-5060 / FAX 718-860-5063

Patrice English-Young, Principal

Winston Phillips, A.P. Administration
Carolyn Y. Murdaugh, A.P. P. P. S.

Albert Weissberg, A. P. Special Education
Joyce Smith, AP Special Education

Language Allocation Policy 2007-2008

Team: Patrice English-Young, Principal
Joyce Smith, Assistant Principal
Albert Weissberg, Assistant Principal
Carolyn Murdaugh, Assistant Principal
Katherine Heilmann, Special Education Teacher
Jose Soto, ESL Teacher
Cheryl Bonaparte, Guidance Counselor
Linda Vinecour, Guidance Counselor
Marileysi Garcia, Parent Coordinator

Bronx Academy High School's student population numbers 400 in one central school. Bronx Academy offers instruction in grades 10, 11, and 12. There are currently 2 classes in the ESL program taught by 1 teacher.

The most recent ethnic data indicates that Hispanics represent 51.7% of the student population, African-Americans number 45.8%, 2% of the students are of Caribbean heritage and 1% are originally from Anglophone West Africa. 51.7% male and 48.3% female. We have 17 students who are ELL, a little less more than 4% of the entire student population. Spanish is the home language for approximately 94% of these students; the remaining 6% is from African. 52% of the students are female and 48% male. Of the seventeen students entitled to ESL instruction, fifteen are General Education students; two are classified as entitled to both ESL and Special Education instruction services.

All 400 of the students at Bronx Academy are considered economically disadvantaged and, therefore, are eligible for free breakfast and lunch.

Bronx Academy focuses its efforts on students who require additional support services as they progress toward academic proficiency in English. We emphasize the need to write in English in all of our ELL classes. Students share their personal experiences with each other through cooperative learning employing prior knowledge as well as scaffolding. Our ESL program is a free-standing program; its goal is to provide our students with the ability to master both English as well as their native language.

Our free-standing ESL classes reflect the model developed by the New York State ESL and ELL division and implement its curriculum. The aim of our ESL classes is to help our ELL students achieve state standards as well as to help our students make the adjustment to life in the United States and to market their language skills to fulfill their own needs.

Collaborative Content Area Instruction:

Instruction in our ELL classes follows the Balanced Literacy model, including language arts instruction. All content classes (mathematics, social studies and science) at Bronx Academy are taught in English. Our content class teachers coordinate their instructional activities with the ESL teachers so that the

specific needs of our ELL students are met Instructional methodologies for Special Education and ESL students are modeled on a regular basis through our Professional development meetings.

SIFE/NEWCOMER Students:

As of the date of this report, no SIFE or Newcomer students have applied for admission. This can be best explained by stating that Bronx Academy is a transfer school and some of our students come to Bronx Academy because they have not performed up to their abilities at other schools in the Bronx or Manhattan. Many of our students experienced difficulties in making the transition from their middle schools to certain large comprehensive high schools which employed the traditional learning environment; those students sought refuge at Bronx Academy.

Guidance Counselors:

We have a bilingual guidance counselor that services the students. Our Guidance Counselors visit many schools in the area in efforts to recruit new students and they (the Guidance Counselors) make every effort to make it clear that Bronx Academy has the ability to tailor-make a program for both SIFE and Newcomer students. In their recruiting efforts, we inform the students that a specific program exists to meet their particular needs. Were SIFE and Newcomer students to apply to Bronx Academy, they advised of the programs we have to offer.

Academic Intervention and Support Services:

When ELL students transfer to Bronx Academy, their records are studied to see which ESL classes work for them. Until now, Bronx Academy has not had any beginning ESL students. We do, however, have both Intermediate and Advanced ESL students. The intermediate ESL students are programmed for 2 periods of instruction per day whereas the Advanced ESL students receive one period a day. The lessons taught follow state standards and are intended to make second language acquisition a positive and enjoyable experience. Integral parts of each lesson include vocabulary, grammar, reading, writing, speaking and listening. Writing occupies a position of supreme importance as we are dedicated to bringing our ELL students' writing levels up to those of the other students at Bronx Academy. Students also review a class in Native Language Arts (NLA).

Bronx Academy has a computer laboratory which contains thirty-four computers. In addition, there are 12 computers in the library. Finally, every classroom has two computers. ELL students receive regular assignments which can be performed on the computers available to them. Moreover, the students are encouraged to employ the computers to do homework from other classes so that the ESL teacher can review it with them. By becoming computer literate, the ELL students are improving their writing abilities.

The ELL students at Bronx Academy are gifted in their speaking and listening skills whereas their reading and writing abilities are deficient and frequently prevent them from further progress. Therefore, the ESL teacher places special emphasis on reading newspaper articles, short stories and non-fiction pieces as well. In turn, the students are asked to write summaries and stories which share their personal histories. Employing prior knowledge is encouraged as often as possible in the ELL writing curriculum. Our students also have the opportunity to practice speaking in English by reading to our neighborhood elementary school students.

The following is a breakdown of proficiency levels by grade:

	10 th Grade	11 th Grade	12 th Grade
Beginning	0	0	0
Intermediate	4	3	1
Advanced	4	1	3

Ninety per cent of our Hispanic students have been in the United States for over four years whereas the African students are newer to this country and have arrived within the last two to three years. That said,

our African students are from countries where English is nominally the official language. These students have come to New York with a basic knowledge which, at this point, needs to be perfected. Frequently, these students play a key role in helping other ELL students improve their writing and reading skills.

Parent Involvement:

Bronx Academy has a parent coordinator who meets on a regular basis with parents/guardians of the ELL students to ensure that parents understand the educational choices available to them. The parent coordinator is fluent in Spanish. It is apparent that the parents/guardians want their children to acquire English as a Second Language as quickly and efficiently as possible. We have learned that once the parents/guardians are on board, the students invariably excel in their ELL classes.

We believe that the parents/guardians are satisfied with the ELL instruction that Bronx Academy provides. None of the parents/guardians want their children in Bilingual or Dual Language program and all have expressed satisfaction with Bronx Academy's ELL program.

Data Worksheet Review:

A review of the worksheet data on patterns across proficiency levels and grades reveals that the majority of our students are rated as "Advanced" in all of the modalities. As stated earlier, our focus in all of our classes is helping our ELL students improve their writing skills. These patterns will affect instructional decisions in all aspects of ELL instruction.

ELL student academic results vary. Bronx Academy, in general, has a 70% attendance record while the ELL attendance is approximately 75%. In regard to the ELL population, we have determined that we must make our classes more attractive to the students and increase the opportunities for students to engage in activities that enable them to practice the use of the language.

We have found that the comfort level of our ELL students is such that they prefer to take all of their tests in English. Moreover, there have been almost no requests to take any test in any language other than English. We are offering Saturday and AM/PM classes and have surveyed the students as to how they would like the school's academic program to change to meet their needs.

Transitional Assistance:

We have in effect several courses to help our student's transition from having reached proficiency on the NYSESLAT exam into mainstream classes. The ESL students and the Guidance Counselors work together with the students to create specific classes to fulfill their needs.

Our Intermediate students receive more than 360 minutes of ESL instruction per week and our advanced students receive more than 180 minutes per week. Bronx Academy has insured that our ELL population is provided with more than the mandated number of instructional minutes. As this is the case, our teachers do not push in or pull out from other classes.

Summation:

In summary, Bronx Academy aims to offer instruction to our ELL students which will prepare them to pass the NYSESLAT exams, to pass their other classes and to prepare them to acquire English as their second language so that they can have more choices in their future lives. These goals are offered by identifying correctly those transfer students who are entitled to ESL instruction, working collaboratively in effective planning providing guidance support services, content area courses containing ESL methodologies, inviting parental involvement and working to ensure that our ELL students have the same opportunities that our mainstream students have. The ELL students at Bronx Academy are an integral part of the student body. Although they have either one or two classes a day dedicated to helping them improve their ELL abilities, their strengths contribute to Bronx Academy's celebration of diversity.

We believe that we are helping our ELL students as well as we can. That said, we are, of course, open to suggestions for improvement.

School Parent Compact

BRONX ACADEMY HIGH SCHOOL and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

BRONX ACADEMY HIGH SCHOOL will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Bronx Academy High School is committed to empowering students and their parents to be active participants in their own academic and social success by providing them with a quality education.

We provide a safe and caring environment for students where they can achieve academic excellent through standards based curriculum, with flexible programming, accelerated credit accumulation, highly qualified staff with experience in differentiating instruction and preparation for life through career exploration. Our school ensures a quality education for all by nurturing student responsibility, accountability and high self-esteem.

⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Thursday, October 23 from 6:00 p.m. to 8:00 p.m.
- Friday, October 24 from 1:00 p.m. to 3:00 p.m.
- Thursday, March 26 from 6:00 p.m. to 8:00 p.m.
- Friday, March 27 from 1:00 p.m. – 3:00 p.m.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Students' Progress Report mailed three times per term by the individual teachers
- Report cards distributed during open school and PTA meeting. Unclaimed cards distributed to the students and/or mailed.
- Phone calls home will be made daily to report student attendance issues and progress
- Home visits will be made on an add needed basis

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff members are available on their prep and by appointment during regular school hours form 8:03 a.m. to 3:33 p.m.
- Staff members can also be reached by phone by calling the school and requesting to speak to the staff member.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- Parents encouraged to participate in school activities, awards, trips
- Parents are encouraged to volunteer to work with the parent coordinator during the school day
- Classroom visits are encouraged throughout the year

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch; make recommendation of how much T.V. is allowable
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding within an appropriate time frame.
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child everyday when necessary.
- ⇒ providing my child with a library card;

⇒ understand and accepting

- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectation and offer praise and encouragement for achievement.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework everyday.
- Ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Support school tone and obey school policies such as electronics.
- Attend school and all classes everyday.
- Be Punctual.
- Obtain a library card.

Name	Signature	Date
<i>BRONX ACADEMY HIGH SCHOOL</i> <i>Patrice English-Young</i>		
Parent(s) – Print Name Toni Carter		
Student (if applicable)- Print Name Fred Cosme		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Title I Parent Involvement Policy

I. General Expectations

BRONX ACADEMY HIGH SCHOOL agrees to implement the following statutory requirements:

- 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.
- 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.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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.
- 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:
 - 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. The BRONX ACADEMY HIGH SCHOOL will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Inform the parent representative of the meetings at the District Parental Involvement planning sessions
 - Work with the parent liaison to share information with the committee from the District and collect feedback
2. BRONX ACADEMY HIGH SCHOOL will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Include the parent liaison in the review of the school and improvement
3. BRONX ACADEMY HIGH SCHOOL 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: (List activities.)
 - Transcript Reading graduation requirements

- Career exploration and Resume writing
 - Computer literacy
 - Homework helper
 - Attendance outreach
4. BRONX ACADEMY HIGH SCHOOL will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: N/A
5. BRONX ACADEMY HIGH SCHOOL 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 the quality of its Title I Part A program. 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 of 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.
- Evaluation will be conducted through parent survey mailed home and distributed at the PTA, SLT, and Title 1 meeting. It will be reviewed at the Title 1 meeting by the members. The findings will be shared at the PTA, SLT, and Title 1 meeting.
 - Persons responsible for conducting the evaluation include the parent coordinate, Title 1 parent representative, and the school representative.
 - Role of the parents is to provide input and serve as liaison between the school and the parents, provide feedback and out reach to parents, and participate at the Title 1, PTA, and SLT meetings.
6. BRONX ACADEMY HIGH SCHOOL will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved 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:
 - Instate and out of state workshops, conferences and/or classes;
 - Any equipment and other materials that may be necessary to ensure success
- b. BRONX ACADEMY HIGH 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 by:
- Transcript Reading graduation requirements
 - Career exploration and Resume writing
 - College Process
 - Computer literacy
 - Homework helper
 - Attendance outreach
- c. BRONX ACADEMY HIGH SCHOOL will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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 how to implement and coordinate parent programs and build ties between parents and schools by:

- Providing teachers with access to individual student class rosters (ARIS data base) for complete with biographical student information
 - Parent will receive training in the use of ARIS to monitor student progress
 - Interim Progress Reports are sent to homes by each student's teacher with update of student progress
 - Graduating seniors receive information mailed home regarding the status of the graduate
- d. BRONX ACADEMY HIGH SCHOOL will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- Information for parent resource centers will be shared with the parents by our parent coordinator
- e. BRONX ACADEMY HIGH SCHOOL will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I 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:
- Information will be posted on the monthly Parent Newsletter that is posted in the school and mailed
 - Information will be shared at the monthly PTA and SLT meeting

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by ;this document. This policy was adopted by the BRONX ACADEMY HIGH SCHOOL on 12/01/08 and will be in effect for the period of 2008-2009 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 12/17/2008.

Principal's Signature: *Patrice English-Young*

Date 12/06.09