



BRONX COALITION COMMUNITY HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: BRONX COALITION COMMUNITY HIGH SCHOOL
ADDRESS: 1300 BOYNTON AVENUE, BRONX, NY, 10472
TELEPHONE: 718-860-8200
FAX: 718-842-5151

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12X680 **SCHOOL NAME:** Bronx Coalition Community High School

SCHOOL ADDRESS: 1300 BOYNTON AVENUE, BRONX, NY, 10472

SCHOOL TELEPHONE: 718-860-8200 **FAX:** 718-842-5151

SCHOOL CONTACT PERSON: Gloria McDuffie **EMAIL ADDRESS** gmcduff@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Melody Crooks

PRINCIPAL: Gloria McDuffie

UFT CHAPTER LEADER: Milagros Balquin

PARENTS' ASSOCIATION PRESIDENT: Madeline Garcia

STUDENT REPRESENTATIVE: Fradeline Garcia
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 **SSO NAME:** Partnership Support Organization

SSO NETWORK LEADER: Guarneri, Linda

SUPERINTENDENT Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Gloria McDuffie	Principal	
melody crooks	Admin/CSA	
milagros balquin	UFT Chapter Leader	

*** 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 Coalition Community High School is located in the South Bronx in a residential area which is composed of private homes, high rise buildings and a large number of low income housing projects. It is one of five small schools located in the James Monroe Campus. The student population is 33% African American and 62.5% Hispanic; 72.1% are males and 27.9% females. In the last three years we have had a dwindling female population, Almost all students are considered economically disadvantaged (160 out of 178). In addition 21% or 36 students are considered "overage and under credited". Recognizing that we serve a wide range of students who possess varying levels of competency, Bronx Coalition is dedicated to addressing the myriad of learning styles (through an infusion of Bloom's Taxonomy/ Multiple Intelligence and continuous emphasis on Differentiated Instruction). Towards this goal, we have 100% of our teachers who are fully certified and more than 75% have two or more years of full time teaching experience. Bronx Coalition is a phasing out school that has up until June 2011 to be in existence. Our population dwindles every year and we are working diligently to graduate as many as possible. Those who won't making it we are endeavoring to find alternative schools and programs.

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) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Bronx Coalition Community High School						
District:	12	DBN:	12X680	School BEDS Code:	321200011680		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		√
	K		4		8		√
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		22.4 / 82	77.6	78.8
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		89.7	95.3	96.0
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		76.2	85.9	80.4
Grade 6	1	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		11	8	9
Grade 9	186	205	25	Recent Immigrants - Total Number:			
Grade 10	203	197	111	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	74	53	83		10	10	2
Grade 12	46	33	70	Special Education Enrollment:			
Ungraded	1	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	511	488	289				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	50	55	23	Principal Suspensions	78	78	50
# in Collaborative Team Teaching (CTT) Classes	0	0	10	Superintendent Suspensions	25	8	16
Number all others	39	36	30	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	46	44	27	Number of Teachers	31	31	23

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	5	3	Number of Administrators and Other Professionals	7	9	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	48	62	18	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	51.6	54.8	78.3
				% more than 5 years teaching anywhere	35.5	45.2	65.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.0	77.0	83.0
American Indian or Alaska Native	0.2	0.0	0.0		95.0	95.4	96.0
Black or African American	36.4	33.0	32.2				
Hispanic or Latino	60.5	62.9	64.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.0	3.1	2.8				
White	1.0	1.0	1.0				
Male	70.6	72.1	72.7				
Female	29.4	27.9	27.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		SINI 1	
Math:				Math:		IGS	
Science:				Graduation Rate:		IGS	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					X	√SH	√
Ethnicity							
American Indian or Alaska Native							
Black or African American					√SH	√SH	
Hispanic or Latino					X	√SH	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					X	√SH	
Student groups making AYP in each subject		0	0	0	1	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	NR	Overall Evaluation:					NR
Overall Score:	NR	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	NR	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	NR	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	NR						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review 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 implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Academic progress improved in all of our target populations except ELLs (where we had an 8.2% decrease). The 2008-2009 New York State Accountability Report also stated that our final AYP in ELA for both the economically disadvantaged and for Hispanic/Latino students was not achieved. Clearly, we must put greater emphasis on assisting these two target groups. Our Inquiry Team initiated a preliminary study and we have concluded that these cohorts will be a focus of our investigation during the 2009-2010 school year. Both the 4 year and the 4 year weight diploma rate have increased by 7% and 10% respectively. Most impressive is that the 6 year graduation rate has decreased by 41% and our 6 year weight diploma rate by 53.5%. This is a stellar indication that more students are graduating on time. We hope to continue this trend. An examination of credit accumulation and regents pass rates reveal across the board increases in every area except the math regents which saw a 2% decline. Moreover, the weighted regents pass rate exhibits strong gains, particularly for ELA (53% increase), U.S. History (27% increase) and the Global Studies Regents (27% increase). We will focus on maintaining and surpassing these increases and work to improve the Math Regents scores in Geometry and Integrated Algebra. Bronx Coalition was identified as School In Need of Improvement (SINI) year I based on our NCLB/SED accountability status. We did not make safe harbor of adequate yearly progress in ELA for the following subgroups: Hispanic/Latino and economically disadvantaged. The challenges are: Making AYP in ELA for Hispanic/Latino and Economically Disadvantaged students; Improving Attendance; Increasing staff and student morale; Ensuring that all students graduate or find another home prior to the closing of the school.

Performance trends for 3 years:

ELA (2005-06) PI for Hispanic/Latino 139 and econ. disadv. 150

ELA(2006-07) PI for Hispanic/Latino 140 and econ. disadv. 149

ELA (2007-08) PI for Hispanic/Latino 123 and econ. disadv. 128

Graduation rate: (according to NCLB/SED)

2006-2007 42.9% 2007-2008 47.0% 2008-2009 48.0%

Attendance: (according to ATS PAR Report)

2006-2007 82.0% 2007-2008 77.6% 2008-2009 78.8%

Global Regents: (according to School Progress Report)

2006-2007 10.3% 2007-2008 32.3% 2008-2009 55.4%

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 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
Goal#1: By June 2010 the cohort 2010 will demonstrate progress towards state standards as measured by an increase of 3% of the number of students passing the Global Regents exam.	The SLT and Inquiry Teams conducted a needs assessment and found that the Global History Regents had one of the lowest pass rates. As a result, students in the cohort class of 2010 who have failed the Global Regents are a part of the Inquiry Team population and are assigned a review class during the school day. They will take the Global regents in January and June (if necessary).
Goal#2: By June 2010 there will be an increase in the rate of attendance by 2% from the 2008-2009 school year.	Based on data reported on ATS PAR and the NYC Progress Report for the past three years there was an overall decrease of 2% in the attendance. As a result we have made attendance a priority goal for the 2009-2010 school year.
Goal#3: By August 2010, the graduation rate will increase from 48% (2008-2009) to 49% (2009-2010) meeting the progress target from the state.	Based on data assembled from High School graduation tool, NYC School Report and NCLB/State Report Card, a minimum of 48 students in cohort 2010 will graduate by August 2010 to accomplish a 1% increase in graduation rate.
Goal#4: By June 2010, each student should have accumulated a minimum of 10 credits for the 2009-2010 school year.	Based on the NYC School Report Card our students lack accumulating 10 or more credits each school year.
Goal#5: Increase the Performance Index by 10 for both Hispanic/Latino and Economically Disadvantaged students in 2010 cohort on the ELA.	Based on the NCLB/SED Report Card we discovered that the Hispanic and Economically Disadvantaged student groups have under performed all other subgroups for the past three years. As a result we have made progress for these groups a priority and have incorporated the students (who scored below 65 on the ELA) in the 2010 cohort on our Inquiry Team.

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :**

Global History and Geography

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #1: By June 2010 the cohort 2010 will demonstrate progress towards state standards as measured by an increase of 3% of the number of students passing the Global Regents exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The students who scored less than 65 on the global history exam and are in the 2010 cohort were made a part of the target population of the Inquiry Team. They were placed in world culture classes during the regular school day to prepare them for the global regents. Each Inquiry team member has adopted five students who they will conduct low inference observations in their classes and provide them with academic support by encouraging them to attend tutorials. These classes started in September 2009 and will continue in the new semester February 2010 for those who did not pass the global regents in January 2010. The students are also assigned Castle Learning both in class and independently for regents review questions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding sources used are SINI Title I funds, Contract for Excellence (C4E) and Tal Levy Fair Student Funding.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The students will take a mock Regents once per month and the actual regents at the end of January and June (if necessary). There should be a 3% increase in the pass rate of 65 or over for the 2010 cohort.</p>
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**Subject Area
 (where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal#2: By June 2010 there will be an increase in the rate of attendance by 2% from the 2008-2009 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Increase the number of phone calls and home visits to LTAs. Implement an incentive oriented attendance awards/rewards program. Post exemplary student attendance as an additional incentive. Increase the number of Planning Interviews to insure appropriate placement alternatives. Weekly attendance meetings with the attendance team. Identify the students with 60%-70% attendance by running the RCUA report in ATS. Increase the number of Parent Conferences.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E has provided smaller class sizes for students to obtain more individualized attention and more careful monitoring of attendance. There are more interesting, hands-on courses that are created to encourage students to attend school. Home visits are done as the need arises on weekends and evenings. This is provided by AIDP in the form of per session for the attendance teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly monitoring of 407s and RCUA reports. Monitor monthly PAR reports. Compare 407s generated during the same time frame last year. Home visits conducted weekly.</p>

**Subject Area
 (where relevant) :** _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal#3: By August 2010, the graduation rate will increase from 48% (2008-2009) to 49% (2009-2010) meeting the progress target from the state.</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>The 2010 cohort is the target population. These students are assigned teacher-mentors. The students, teachers and guidance counselors meet to establish individual student goals. The teachers and students meet every 6 weeks (marking period) to access the progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The teachers meet with the students during the 37 and 1/2 minutes. The funding is provided by Tax Levy One-Time Allocation, Title I, C4E and Tax Levy Fair Student Funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The teachers examine the students' report cards (every 6 weeks) to determine if they are passing their classes and/or regents exams (Jan. and June). The weekly class assessment will also give the teachers an indication of the students who are on target.</p>

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #4: By June 2010, each student should have accumulated a minimum of 10 credits for the 2009-2010 school year.</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>Establish teacher-student mentors. Align students with their grade advisors to determine needs assessment of credits. Guidance Counselors will determine eligibility and assign students to credit recovery classes after school.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding sources are SINI Title I, Title III, Tax Levy Fair Student Funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly classroom assessments; End of marking period grades (every 6 weeks)Mid-term and final exams; End of semester grades; Grades from credit recovery</p>

**Subject Area
 (where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #5: Increase the Performance Index by 10 for both Hispanic/Latino and Economically Disadvantaged students in 2010 cohort on the ELA.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students who score below 65 on the ELA exam and are in the 2010 cohort. These students are identified as part of the Inquiry Team population. Members of the Inquiry Team analyze their past regents exam and obtain baseline data for needs assessment. Vocabulary, context clues and writing strategies are utilized. The students use castle learning for mock regents exams. Each team member is assigned two or more students to conduct low inference observations. Each meeting (twice per month) a report is presented on each student. Students take the ELA regents in Jan. and June (if necessary).</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The C4E has provided smaller ELA classes and a coach who works with the other teachers. Sini Title I and Title III</p>

Indicators of Interim Progress and/or Accomplishment

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

Mock exams on Castle Learning and the regents in Jan. and June (if necessary).

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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.**

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APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	7	7	7	7	7	5	5	
10	25	25	25	25	25	8	8	
11	20	18	19	19	18	12	12	
12	27	16	15	18	32	6	6	

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.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Language! and small group tutoring during the school day.</p> <p>Tutoring and small group instruction after school.</p> <p>Regents Prep - During the day and pm school.</p>
Mathematics:	<p>Small group tutoring during the school day.</p> <p>Tutoring and small group instruction after school.</p> <p>Regents Prep- During the day and pm school.</p>
Science:	<p>Small group tutoring during the school day.</p> <p>Tutoring and small group instruction after school.</p> <p>Regents Prep - During the day and pm school.</p>
Social Studies:	<p>Small group tutoring during the school day.</p> <p>Tutoring and small group instruction after school.</p> <p>Regents Prep - During the day and pm school.</p>

At-risk Services Provided by the Guidance Counselor:	One to one and small group guidance conferences.
At-risk Services Provided by the School Psychologist:	One to one individual conferences and evaluations during the school day.
At-risk Services Provided by the Social Worker:	One to one 30 mins. individual counseling. Small group sessions.
At-risk Health-related Services:	N/A.

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 (2009-2010) LAP narrative to this CEP.

Bronx Coalition Community High School

1300 Boynton Avenue

Bronx, New York 10472

Telephone: 718-860-8200

Fax: 718-842-5151

Gloria McDuffie, Principal

Melody Crooks, Assistant Principal

Dr. Belinda Barnes-Jackson

APPENDIX 2: Program Delivery for English language Learners (ELL) **NCLB/SED requirement for all schools**

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP

Bronx Coalition Community High School Language Allocation Policy 2009-2010

School District: #12

Region: #2

Type of Program: ESL

Number of Students: 13

Principal: Gloria McDuffie

Bronx Coalition Community High School, located in the South Bronx has approximately 178 students; 23% are African American, 62.5% are Hispanic, 72.1% are male and 27.9% are female. Many of our students have foreign born parents who emigrate from the Caribbean, South & Central American, Asia, and Africa. The languages spoken by our (ELLs English Language Learners) include Spanish, Albanian, Hindi and Wolof. Five ELL are special education students, four are SETTSS students and two are self contained. There are 0 ELL in the 9th grade, four students in the 10th, six students in the 11th grade and three students in the 12th grade. The total number of ELLs (English language Learners) is 13.

ELL Program in Accordance with the language Allocation Policy

LAP Team

Gloria McDuffie, Principal

Melody Crooks, Assistant Principal

Mr. D. Hudgins, ELL Coordinator Teacher

Nancy Vargas, Guidance Counselor

Mr. A. Durmo, Parent Coordinator

Judy Clemetson, Special Education Coordinator & Teacher

Program Design & Mandated Instructional Minutes

At Bronx Coalition Community High School ELL students receive instruction in freestanding ESL (English as a Second Language) classes. We have 3 classes of level I (beginners), 2 classes of Level II (intermediate) and one class of Level III. Students who are at the beginning proficiency level receive 540 minutes per week or about 3 ESL classes per day. Intermediate students receive the mandate 360 minutes per week or 2 ESL classes per day and advanced students receive one period of ESL per day or at the very least the mandated 180 minutes per week.

Program & Philosophy

Our program philosophy which is aligned with the New York State Standards for ESL has as its foundation the **Communicative/Natural Model**. This approach focuses on utilizing and teaching the English Language for meaningful and authentic communication ;by using speaking, listening, reading and writing skills development. Comprehensible input and content are crucial areas when using this approach . Moreover, we also use the **Cognitive Academic Language Learning Approach (CALLA)** where students are taught higher order thinking skills concomitant with ELL skills. Furthermore, we use the **Balanced Literacy Model** which helps us incorporate content areas including science, social studies, mathematics & literature.

LAP Principle

The overarching philosophy of our ELL program targets the **LAP Six Content Area of Instruction**. Each term ELL students are placed in general education content area classes (mathematics, science & social studies) and the ESL teacher “pushes in” to provide remediation.

Materials

Beginner and Intermediate ELLs use the test, **Bridges to Literature – Anthology of Poetry & Literature** by Jane Green (McDougal Little) and the advance students use **IMPACT – 50 Short Stories** by (Holt, Rinehart, Winston). We also use core content area texts library books (reflect diversity of topics) as well as additional resources (dictionaries, glossaries, Thesauruses) which are aligned to the curriculum.

Cultural/Ethnic Considerations

Periodically we celebrate our diversity with a wide range of activities. Our kick off event is our Urban Feast which is a multicultural luncheon that we have the day before Thanksgiving. Staff, students and parents contribute a special dish which reflects their ethnic background. Students and staff decorate our floor with posters and flags from around the world. We have similar food festivals prior to Christmas vacation, Winter and Spring Break.

Social studies, language arts and foreign language classes also sponsor trips that promote cultural diversity. Trips to the United Nations, Ellis Island, the Tenement Museum and the Teaching Tolerance Center are but a few of the many educational destinations that are offered to our students.

Support Services for Newcomers, SIFE & Long term ELLS

SIFE students

First, they are evaluated in order to ascertain their educational needs and are given one to one tutoring by the ELL teacher on an as needed basis. They receive a course of instruction that enhances the normal modification that English Language Learners receive. For example, visual instruction materials such as graphic organizers, models and diagrams are used whenever possible.

Newcomers – (ELLs in the US less than three years)

Specifically students new to ESL training are encouraged and prompted to share their areas of concern and we try to fully integrate them in the school's culture. They are encouraged to attend extracurricular programs which offer tutoring, sports and other ancillary activities many of which are multicultural in nature.

Whenever possible, counseling as well as other support services is provided to both SIFE and Newcomers.

Intervention Program for ELLs In Need of Extension Services

These students must be given additional instructional time to master aspects of the English language as well the content area curricula. There are a number of alternatives to help these students but they must all lead to the same goal.

Goal: All academic interventions must provide the additional instruction aimed toward strengthening the student's preparation in content areas which will lead to passing all the necessary regents exams needed to graduate from high school.

Students will also be provided with:

- Additional time will be provided by one to one tutoring for ESL instruction
- After school & summer school instruction/tutoring in all content areas and regents preparation
- Ancillary support services which include family outreach, social support and counseling
- Certified ESL teachers will provide all ESL instruction and certified content area teachers will teach content and regents preparation courses.

ELL Students with Special Needs

ELL students who have been previously identified as possible special needs students are referred for evaluation. When the student is determined to have special educational needs, all the same special education protocols are adhered to. Each student gets an IEP (Individual Educational Plan) and now is also taught by a certified special education teacher. Students are in either self contained, CTT (Collaborative Team Teaching) or have resource room. However, they are placed; the model of instruction remains the same. The ELL teacher provide ESL instruction, the special education teacher supplements and works closely with the content area teacher in order to provide state standards aligned curricula that include/regents/RCT (regents competency test) exam preparation. Students may also receive testing modifications and other accommodations as mandated by their specific disability.

Professional Development:

The following workshops were attended by the ESL teacher and where applicable, by content area special education teacher as well:

- NYS Bronx BETAC presents: "Support & Training in the BESIS DATA Collection"
- NYC Dept of Education, "Step Up To High School Science for ELLs"
- NYS Bronx BETAC – "NYCESLA – Administration & Scoring"
- Fordham University – "Content Area (Science, Social Studies & Math) symposium – teaching Content Area High School Success"
- Fordham University – "NCLB Symposium & Principal's Institute – Achieving Success through Pending Reauthorization through the Growth Model"
- NYS Bronx NETAC – "Part 154 Title III – AMAO – Where are we?"
- Office of English Language Learners – "Education for the Future: Getting Results Now for Secondary English Language Learners (Best Practices)"
- NYS Spanish BETAC – "Connecting language Arts & Art in ESL and Bilingual Classrooms"
- Office of ELL – "Demystifying ELL Data"
- NYC Dept of Education – "Reading, Mathematics, Science, EST – Special Leadership Institute"
- NYC @ BETAC/Fordham University
- "VOCES HISPANICAS – Teaching strategies for English language Learners & Bi-Lingual Students"
- "Strategies for Standards – Based Assessment & Alternative Assessments"
- "Vocabulary Acquisition – Embedded in Text or Freestanding – Enriching vocabulary across Content areas – modifications & Methodology for ELLs"
- NYC Department of Education – "Regents Preparation for English Language Learners"
"NYSESLAT Preparation for English Language Learners"

Parents

We have on-going student/parent orientation (Parent Awareness Seminars) which helps bridge the gap between the home and school. In addition, our Parent Coordinator reaches out to all parents on a regular basis and he offers workshops (including ESL & citizenship classes, graduation requirements, college awareness, financial aid, etc) As previously mentioned, all parents are invited to our multicultural luncheons/programs and are part of our School Leadership Team.

Assessment

ELL students take the same on-going assessments as the general education student. Formative assessments in ELA and Math include Acuity, Scantron, Kaplan & Castle Learning. Language skills are assessed in the New York State English as a Second Language Test (NYSESLAT)/ A new ELL periodic assessment (a good predictor for NYSESLAT) has been introduced in spring 2009 and we used it by September 2009

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

10-12

Number of Students to be Served:

LEP 13

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

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.

At Bronx Coalition LEP students receive instruction in free standing ESL classes. We have 2 classes of Level II per day (intermediate) -360 minutes per week and one class of Level III per day - 180 minutes per week. The language of instruction is English. There are 4 students in the 10th grade, 6 students in the 11th grade and 3 students in the 12th grade. Our program philosophy is aligned with the New York State Standards for ESL and has its foundation in the Communicative/Natural Model. This approach focuses on utilizing and teaching the English Language for meaningful and authentic communication by using speaking, listening, reading and writing skills development. The teacher is certified in English as a Second Language.

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.

- NYS Bronx BETAC: Support and Training in the BESIS DATA Collection.
- NYCDOE: Step Up to High School Science for ELLs.
- NYS Bronx BETAC: NYSESLAT- Administration and scoring.
- NYS Bronx BETAC: Part 154 Title III - AMAO - Where are we?
- NYS Spanish BETAC: Connecting Language Arts and Art in ESL and Bilingual Classrooms.
- Office of ELL: Demystifying ELL Data.
- Office of ELL; Education for the future: Getting results Now for Secondary ELLs (Best Practices).
- Fordham University: NCLB Symposium and Principals' Institute.
- Fordham University: Content Area (Science, Social Studies and Math) Symposium.

Form TIII – A (1)(b)

-

School: Bronx Coalition Community High School

BEDS Code: 321200011680

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted	Explanation of expenditures in this category as it relates to the

	Amount	program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$1800	Per session - PM school for Credit Recovery and Tutorials in the Content Areas for ELLs.
Purchased services - High quality staff and curriculum development contracts	\$0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$900	Graphic organizers, paper, colored pencils, calculators, chart paper.
Educational Software (Object Code 199)	\$0	N/A
Travel	\$300	Metrocards for parents to attend meetings and conferences pertaining to their children.
Other	\$0	N/A
TOTAL	\$3000	

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.

A home language survey is given to the parents and those requiring a language other than English has all communication and notices downloaded in their native tongue. The parents are provided with interpreters at parents meetings and conferences. Whenever there is none in the school then the ISC office is contacted and one is provided for us.

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 finding is that Spanish is the language that is needed in 95% of our non-English speaking households. This is presented to the Parents Association and School Leadership Teams.

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.

Written Spanish translation is provided by a member of staff. The other languages are obtained from the Department of Education's Translation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The oral presentation is done by a member of staff - usually the Parent Coordinator.

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>.

Bronx Coalition has a copy of the Bill of Parents Rights and Responsibilities posted in the main office room 212 (which is also the Parent Coordinator's office).The parent will be provided with translation to the desired language as long as we know in advance to make the necessary arrangements. The Parent Coordinator informs the parents and help to organize this.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$223,305	\$138,498	\$361,803
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,233		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,385	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,165		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6,743	
6. Enter the anticipated 10% set-aside for Professional Development:	\$22,330		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,850	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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. 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 on the NYCDOE website.

PARENT ADVISORY COUNCIL

BYLAWS

of

APPROVED BY THE MEMBERSHIP ON _____

SECRETARY

PRINT CHAIRPERSON'S NAME SIGNATURE

DATE (OF SIGNING THIS FORM)

PRINT OFFICER'S NAME SIGNATURE

TITLE DATE (OF SIGNING THIS FORM)

Article I - Name

The name of the Parent Advisory Council (PAC) shall be: The Parent Advisory Council of

Article II – Goals and Objectives

1. To ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, Parent Association and School Leadership Team).
2. To involve parents of Title I participating students in an organized and timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.
3. To recruit parents of Title I participating students for involvement in professional development opportunities, meetings, conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
4. To provide information to parents of Title I participating students regarding Title I issues, and in consultation with other

parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders.

5. To develop a spending plan in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents.

Article III - Membership

Section 1. Eligibility

Membership in the Parent Advisory Council shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending (insert the name of your school). In the beginning of each school year, a welcome letter from the Parent Advisory Council shall inform eligible parents of the PAC and shall encourage their participation.

Section 3. Voting Privileges:

Each (select member or family) of a Title I participating child/children currently attending (insert the name of your school) shall be entitled to one vote. Proxy voting or absentee balloting is prohibited.

Article IV - Officers

Section 1. Titles

The officers of the Parent Advisory Council shall be: Chairperson, Vice- Chairperson, Recording Secretary, Treasurer, _____, _____, _____, and _____.

Section 2. Term of Office

The term of office shall be from July 1 through June 30. Officers shall be elected in May for a two-year term beginning July

1. Eligibility for office is limited to parents, guardians or persons in parental relation who are not employed at (insert the name of your school).

Section 3. Duties of Officers

3.1 Chairperson: The Chairperson shall preside at all meetings of the Parent Advisory Council and shall be an ex-officio member of all committees except the nominating committee. The Chairperson shall provide leadership for its members. The Chairperson shall appoint chairpersons of PAC ad-hoc committees with the approval of the PAC Executive Board, and shall appoint chairpersons of PAC standing committees with the approval of the advisory council membership. The chairperson shall delegate responsibilities to other PAC members and shall encourage meaningful participation in all activities. The chairperson shall be the PAC's representative to the District Parent Advisory Council (DPAC) or Region Parent Advisory Council (RPAC) and shall be required to attend all regular meetings of the District Parent Advisory Council (DPAC) or District/Region Presidents' Council, whichever group represents Title I parents on the district/region level. The chairperson may also appoint a designee to attend these meetings. However, if a designee is appointed, then a designee must be appointed at the beginning of the school year and will remain the designee through the end of the school year. The chairperson shall meet regularly with the Executive Board members in accordance with these bylaws to plan the agendas for the general advisory council membership meetings . The chairperson shall assist with the transfer of PAC records to the incoming Executive Board prior to the end of his/her term of office.

3.2 Vice-Chairperson: The vice-chairperson shall assist the chairperson and shall assume the chairperson's duties in his/her absence or at the chairperson's request . The vice-chairperson shall assist with the transfer of PAC records to the incoming Executive Board prior to the end of his/her end of term of office.

3.3 Recording Secretary: The secretary shall maintain the official record of the proceedings and actions of all advisory council meetings. The responsibilities shall include preparation of meeting notices, agendas, sign-in sheets and material distributed. The secretary shall prepare and read the minutes of each advisory council meeting and shall make minutes available upon request. He/she shall maintain custody of the advisory council's records and reports on school premises.

The secretary shall sign and incorporate all amendments to the advisory council's bylaws and shall ensure that copies of the amended bylaws are on file in the principal's office and available at each advisory council meeting. The secretary shall be responsible for reviewing, maintaining and responding to all correspondence regarding the advisory council. The secretary shall assist with the transfer of all PAC records to the incoming Executive Board prior to the end of his/her term of office.

3.4 Treasurer: The treasurer, as chair of the Budget Committee, shall be responsible for coordinating and drafting a proposed budget and spending plan, for adoption by the advisory council membership which includes recommendations from the committee and advisory council members regarding how the school's minimum Title I 1% Parent Involvement allocation should be spent. The treasurer will also be responsible, with the PAC Chairperson, for presenting the recommended budget and spending plan to the School Leadership Team and Principal for review. The treasurer shall assist with the transfer of all PAC records to the incoming Executive Board prior to the end of his/her term of office.

Section 4. Election of Officers

4.1 Nominating Committee : The nominating committee shall be established during the (indicate the month) general membership meeting. The nominating committee shall consist of three to five (3-5) members to be elected by the advisory council membership. The majority must come from the membership. The remaining members of the nominating committee shall be selected by the Chairperson, subject to the approval of the Executive Board. The nominating committee shall select one of its members to serve as chairperson. No person employed at (insert the name of your school) shall be eligible to serve on the nominating committee. Members of the nominating committee are not eligible to run for office. An eligible member of the nominating committee may be considered as a candidate if she/he immediately resigns from the nominating committee in writing. The nominating committee shall seek out the membership in writing, in English and other languages, as appropriate, wherever possible, for recommendations of candidates for all offices. The nominating committee will also be responsible for conducting the election process. This includes the following:

- ◆ preparing and distributing all notices regarding this process in English and other languages, as appropriate, wherever possible, i.e., meeting notices, agendas, reminder notices, tear-off nomination forms, etc.
- ◆ preparing ballots, attendance sheets, ballot box, tally sheets and all other materials pertaining to the election.
- ◆ canvassing the membership for all eligible candidates.
- ◆ determining and verifying the eligibility of all interested candidates, prior to the election
- ◆ reporting the names to date of those candidates during the (indicate the month) meeting.
- ◆ ensuring that an opportunity is provided to all members allowing for nominations (this includes self-nomination) to be taken from the floor during the (indicate the month) meeting .
- ◆ officially closing the nominations process during the (indicate the month) meeting.
- ◆ reporting the names of all eligible candidates and the positions they are seeking, to the membership at least two (2) weeks prior to the (indicate the month) election.
- ◆ ensuring that only eligible members receive a ballot for voting.
- ◆ conducting the (indicate the month) election.

4.2 Additional Nominations: At the (indicate the month) membership meeting, the nominating committee shall request additional nominations from the floor. The nominating committee may also utilize tear-off nominating forms to reach additional eligible candidates. Tear-off nominating forms must include a cut-off date not less than ten (10) days from the date of distribution. All tear-off forms must be secured by the nominating committee.

4.3 Notices: The meeting notice and agenda for the (indicate the month) general membership election meeting shall be distributed not less than ten (10) days prior to the date. All meeting notices and agendas shall be available in English and other languages, as appropriate, wherever

possible. The distribution date shall appear on all notices. It shall list all candidates in alphabetical order under the office for which they were nominated. Voting Requirements: Each (select member or family) of a Title I participating child/children currently attending (insert the name of your school) shall be entitled to one vote. Proxy voting or absentee balloting is prohibited.

4.4 Election and Use of Ballot:

- ◆ Voting shall be by written ballot (for contested elections).
- ◆ Names of candidates shall appear on the ballot in alphabetical order under the title of the office for which they were nominated.
- ◆ Ballots shall be printed with instructions in English and other languages, as appropriate, wherever possible.
- ◆ Ballots shall be distributed following verification of member/voter eligibility.
- ◆ The elections shall be scheduled at a time that encourages maximum member participation. This will require at least an evening session.
- ◆ Ballots shall be counted immediately following the election and in the presence of the members.
- ◆ Ballots shall be retained for six months by the chairperson of the nominating committee. If he/she will no longer be an eligible member after June 30, the ballots shall be turned over to the incoming Secretary.

Section 5. Transfer of Records

The outgoing PAC Executive Board shall arrange for the orderly transfer of records and information of the PAC, which shall include an overview of PAC meetings, activities and all proposals for the school year, to the incoming Executive Board. At least two meetings will be scheduled during the month of June for this purpose.

Section 6. Certification of the Election and Installation of Officers

The results of the election shall be announced by the chairperson of the nominating committee or another committee member designated by the chairperson. The installation of new officers shall be held during the June general membership meeting

Section 7. Vacancies

A vacancy occurring in the office of chairperson shall be filled by the vicechairperson for the remainder of the term of office. A vacancy occurring in any other position shall be filled by a special election process. Officers who wish to resign their positions once an election has been certified, must do so in writing to the secretary, and, at that time, shall turn over all records to the secretary. In the event of the resignation of the secretary, he/she must transfer records to the chairperson.

Section 8. Special Election Process

Special elections shall be held to fill any vacancy, other than the position of chairperson. The Executive Board shall be responsible for announcing any vacancies which may occur and ensuring that all vacancies are filled by the next regularly scheduled meeting of the advisory council. In those instances where a vacancy occurs in the positions of vice-chairperson, treasurer and/or secretary, the Executive Board shall call for a special membership meeting in accordance with the provisions outlined in these bylaws.

Section 9. Disciplinary Action

Any officer who fails to attend three (3) consecutive Executive Board meetings without good cause following written notice from the Executive Board, shall be removed from office by recommendation of the Executive Board or motion from a member and two-thirds vote of the membership present. The advisory council's notice and agenda must cite that a vote will be taken by the advisory council membership as a disciplinary action against an Executive Board member. Officers and Executive Board members accused of misconduct or neglect of duty may be removed only after:

- ◆ A motion is presented by any PAC member during any meeting of the PAC assembly to appoint a review committee. The motion must be approved by majority vote of the general membership present.
- ◆ The majority of the review committee must be comprised from the general membership. Executive Board members against whom charges are

being contemplated may not serve on the review committee.

◆ The review committee must investigate, examine and obtain all relevant documents, interview all pertinent witnesses, etc., in order to conduct their fact-finding review. All pertinent facts and information must be considered by the committee. The officer(s) against whom charges are being contemplated has the right to present relevant facts, documents and witnesses.

◆ The committee must present its findings and recommendations during a general membership meeting within a period not to exceed forty-five (45) calendar days from the date of the establishment of the review committee. The advisory council's notice and agenda must cite that a vote will be taken by the advisory council membership regarding disciplinary action. The general membership shall then vote to remove or absolve the officer(s).

Article V - Executive Board

Section 1. Composition

The Executive Board shall be composed of the elected officers of the advisory council (if desired, chairpersons of standing committees). No person employed at (insert the name of your school) shall be eligible to serve on the Executive Board of the PAC. Officers shall be expected to attend all Executive Board meetings and shall be subject to removal under Article IV, Section 9 unless a good and valid reason is rendered in writing.

Section 2. Meetings

Regularly scheduled meetings of the Executive Board shall be held monthly, September through June, on the (insert day of week) of every month at (insert time) , unless such date shall fall on a legal or religious holiday, in which case the meeting shall be held on the following or previous (insert day of week).

Section 3. Voting

Each member of the Executive Board shall be entitled to one vote.

Section 4. Quorum

(insert a number) members of the Executive Board shall constitute a quorum, allowing for official business to be transacted.

Article VI - Meetings

Section 1. General Membership Meetings

1.1 The general membership meetings of the advisory council shall be held on the (insert day of the week) of each month from September through June, at (insert time), unless such day falls on a legal or religious holiday. In such instances, the meeting shall be held on the following (insert day of the week) or previous (insert day of the week) as determined by the Executive Board. Written notice of each membership meeting shall be in English and other languages, as appropriate, wherever possible. A ten calendar-day notice shall be required prior to the scheduled meeting. The date of distribution shall appear on all notices.

1.2 All eligible members may attend and participate during general membership meetings and may speak to agenda items subject to restriction in these bylaws.

1.3 Observers may speak and otherwise participate, if acknowledged by the chair.

Section 2. Order of Business

The order of business at meetings of the advisory council, unless changed by the Executive Board shall be:

- ◆ Call to Order
- ◆ Reading and Approval of Minutes
- ◆ President's Report
- ◆ Treasurer's Report

- ◆ Principal's Report
- ◆ School Leadership Team Update
- ◆ Parent Association Update
- ◆ District Parent Advisory Council Update
- ◆ Committee Reports
- ◆ New Business
- ◆ Old Business
- ◆ Adjournment

Section 3. Quorum

A quorum of (select a number) members of the advisory council shall be required to conduct official business.

Section 4. Minutes

Minutes of the previous general or special membership meeting shall be available in written form and read for approval at the next general membership meeting. The minutes must be made available upon request to any member.

Section 5. Special Membership Meetings

5.1 A special membership meeting shall be called to deal with a matter(s) of importance that cannot be postponed until the next general membership meeting. The president may call a special membership meeting with a minimum of forty-eight (48) hours written notice to parents stating precisely what the topic of the meeting will be.

5.2 In addition, upon receipt of a written request from five (5) advisory council members, the president must call a special membership meeting within five working days of the request and with forty-eight (48) hours written notice to parents.

Section 6. Parliamentary Authority

All procedural questions not covered by these bylaws shall be governed by Robert's Rules of Order Newly Revised provided they are not inconsistent with law, policy, regulation and these bylaws.

Article VII – Standing Committees

Section 1. Standing Committees

1.1 The president will appoint standing committee chairpersons (except in the case of the Budget Committee) with the approval of the membership. Ad-hoc committees shall be established by Executive Board approval. The standing committees of the association are the following:

Outreach: The outreach committee shall consist of three to five (3-5) persons and be chaired by the Outreach Committee Chairperson. The outreach committee shall be responsible for encouraging parent participation, involvement and assist with recruitment. The outreach committee may also prepare a newsletter or other publication to all members, which contains, at a minimum, messages from the principal, chairperson, list of Executive Board members, all PAC meeting dates, Title I updates, and any other material deemed appropriate by the advisory council. The committee shall also be responsible for maintaining a current list of members which shall be available without home addresses at every advisory council meeting. The outreach committee shall also to the extent possible facilitate the translation of materials, meeting agendas, minutes, Parent Involvement Policy and parent-school compact in the major languages spoken by members of the advisory council.

Budget: The budget committee shall consist of three to five (3-5) persons and be chaired by the treasurer. The committee shall be responsible for drafting: 1) a proposed budget and spending plan, for adoption by the membership, recommending the way in which the advisory council believes the school's minimum Title I Parent Involvement allocation should be spent, and 2) a written review of the prior year's budget and spending plan. **Drafting Committee:** The drafting committee shall consist of 3-5 members. The drafting committee shall assist in the

development of the school's Parent Involvement Policy and the Parent-School Compact. The drafting committee shall be responsible for polling advisory council members to obtain feedback and suggestions for inclusion in these documents.

Article VIII- Amendments

These bylaws may be amended at any regular meeting of the advisory council by a two-thirds vote of the members present, provided the amendment has been presented in writing to the membership at the previous meeting, and appears in the notice of the meeting at which it is to be amended. Amendments are effective immediately unless otherwise specified. These bylaws as set forth above have been voted on and approved by the membership. The most recent amendment(s) was/were approved, in accordance with the provisions of Article VIII, at the membership meeting held

on _____.

(Month) (Day) (Year)

Signed By:

Chairperson

Secretary

(Month) (Day) (Year)

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 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 on the NYCDOE website.

Bronx Coalition Community High School
1300 Boynton Avenue
Bronx, New York 10472
Telephone: 718-860-8200
Fax: 718-842-5151

Gloria McDuffie, Principal
Melody Crooks, Assistant Principal
Dr. Belinda Barnes-Jackson, Assistant Principal

School-Parent Compact

We, the school and parents agree to work cooperatively to provide successful education of our children.

School

We understand: the need to convene meetings for Title I parent to inform them the Title I program and their right to be involved.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to actively involve parents inn planning reviewing and creating activities in order to meet the Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school education information.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class.**
- **Observation of classroom activities.**

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading.

Parent/Guardian

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and learning strategies.

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching
- Health needs

I understand: the need to share responsibility for my child's improved academic achievement.

I understand: the need to communicate with child's teachers about his/her educational needs.

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

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.

The State says that our students did not make AYP in ELA. They scored a Performance Index of 128 whereas Safe Harbor was 135.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The students in cohort 2010 who has scored less than 65 in ELA are now part of our Inquiry Target Population. They are immersed in the same ELA class with one teacher providing the strategies selected by the team (such as context clues and vocabulary). They are assessed by low inference observations and mock Regents exams.

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.

The students are assigned to PM school which consists of credit recovery and regents prep. They are assigned a teacher and are given mock regents exams from castle learning.

- o Help provide an enriched and accelerated curriculum.

The students are enrolled in NOVANET and CASTLE LEARNING. They are assigned courses such as creative writing, journalism, history through films, introduction to occupations and SART (science through the arts).

- o Meet the educational needs of historically underserved populations.

The students usually have attendance issues and so with these creative curriculum are interested in attending school and these classes. Many of the activities are hands-on.

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. We have our Hispanic/Latino and Economically Disadvantaged population lagging behind in achievement. We organized a "boys to men" class to empower our young men. We have enlisted the permission of parents of low performing students for both academic and social emotional counseling. Some have been assigned to the TAP program where they are assigned paid intership positions.

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

Credit recovery- PM school and summer programs.

Novanet-computer based credit recovery.

Regents Prep during the day in small group settings and PM school.

3. Instruction by highly qualified staff.

100% of the staff is Highly Qualified.

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.

PD-Differentiated Instruction ; Collaborative Team Teaching ;Team Building

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

- Provide Creative Curriculum
- Allow teachers to be innovative with clubs and after-school activities

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

- Design ESL classes
- Computer Classes
- Organize activities- Urban Feast for Thanksgiving and Christmas
- Go on trips

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.

- organize class instructional goals
- develop individual instructional goals for students in conjunction with them and their parents

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.

- Students are assessed at mid-points during the marking periods (3 weeks interval)
- students can utilize the additional 37 and 1/2 minutes for tutorials
- students can be assigned to PM school

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.

The guidance counselors work with the students on their plans after high school to determine which program will benefit them the most.

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

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

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED Status:

In Need of Improvement - Year 1

SURR Phase / Group (If Applicable):

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

Hispanic/Latino in ELA

Economically Disadvantaged in ELA

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.

The population is the 2010 cohort and they are the target population of the Inquiry Team. They are assigned to one English teacher and the strategies of context clues and vocabulary are utilized.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality

and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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.

-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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Bronx Coalition canvassed the staff and also during the course of the school year in departmental meetings they analyzed the curriculum. They need the most help for students with disabilities and ELLs.

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?

Bronx Coalition became SINI because of the ELLs and Students with Disabilities not doing well on the ELA exam. The teachers usually request PD to obtain strategies to improve the performance of these students.

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.

We have been seeking PD from our PSO to address these issues. We have also provided coaching for our staff from within and the outside along with the sharing of best practices.

1B. Mathematics

Background

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The staff at Bronx Coalition was canvassed and the curriculum also discussed at departmental meetings. It was determined that since the math A became obsolete in Jan. 2009 the new curriculum of Integrated Algebra and Geometry showed greater alignment with the more recent standards.

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?

The curriculum for the new math regents Integrated Algebra and Geometry show greater alignment to the newer standards.

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.

N/A

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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.

³To 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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Bronx Coalition analyzed the teacher environmental learning survey.

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?

The teachers at Bronx Coalition usually stay for 5 years or more.

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.

N/A

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ELLs were given the same standardized tests as the general population without regard to their English acquisition until May when the NYSESLAT is administered. The ESL teacher had to design his own test at intervals during the school year and then inform the teachers accordingly.

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?

The ELL students made the least amount of gains towards AYP in ELA.

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.

Bronx Coalition has since opted to administer interim assessments of the NYSESLAT version of ACUITY.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Bronx Coalition was audited by New York State for a Quality Assurance Review.

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?

The SWDs were not making the same instructional gains as their general education counterparts. The students identified with behavioral issues were still misbehaving even though they were receiving the required mandated counseling.

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.

Bronx Coalition has received assistance from the ISC and our PSO as to the writing and implementing of quality IEPs. The social working is now adding Behavior Intervention Plan (BIP) to the IEPs and is also doing push-ins to the classes of these students.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
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2. Please describe the services you are planning to provide to the STH population.

The Parent Coordinator normally contacts social services to assist the family in finding an apartment.

The student is also aligned with Counseling In Schools (one of our CBOs) to provide counseling for the student and/or family. They along with United Way also contact other outside agencies such as the Coalition for the Homeless.

Part B:

For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A