



BRONX EXPEDITIONARY LEARNING HIGH SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 09X227

ADDRESS: 240 E. 172ND ST, BRONX, NY 10457

TELEPHONE: (718) 410 - 4077

FAX: (718) 293 - 9567

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09x227 **SCHOOL NAME:** Bronx Expeditionary Learning High School

DISTRICT: 9 **SSO NAME/NETWORK #:** Empowerment – Sharrock Network

SCHOOL ADDRESS: 240 E. 172nd St, Bronx, NY 10457

SCHOOL TELEPHONE: (718) 410 - 4077 **FAX:** (718) 293 – 9567

SCHOOL CONTACT PERSON: Ms. Tracy Baird **EMAIL ADDRESS:** cbaird@schools.nyc.gov

POSITION/TITLE PARENT COORDINATOR

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Cheryl Sims

PRINCIPAL

Ryan S Scallon

UFT CHAPTER LEADER

Nicole Lieberman

**PARENTS' ASSOCIATION
PRESIDENT**

Marcos Mercado

STUDENT REPRESENTATIVE
(Required for high schools)

Marlene Mercado
Dyshawna Askew

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Joel DiBartolomeo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Ryan Scallon	*Principal or Designee	
Nicole Lieberman	*UFT Chapter Chairperson or Designee	
Marcos Mercado	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maggie Bacon	DC 37 Representative, if applicable	
Dyshawna Askew	Student Representative, if applicable	
Marlene Mercado	Student	
Nidia Polanco	Parent	
Julieta Arriola	Parent	
Cheryl Sims	Teacher	
Bina Clifford	Assistant Principal	

* 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.

The Bronx Expeditionary Learning High School started in the fall of 2004 in partnership with New York City Outward Bound and Expeditionary Learning Schools. The focus of the school is preparing students to succeed in college and pursue professional careers. To achieve this goal, the school has several key components: (1) Hands-on, engaging, and rigorous curriculum; (2) Crew classes; (3) Intensives; and (4) College preparation.

We subscribe to the Expeditionary Learning model of teaching that believes that students learn better when they are tackling real-world experiences. As a result, our teachers design investigations, or units of study, that have students exploring rigorous and engaging real-world problems while in the classroom, out in the community doing fieldwork, and during meetings with experts in that area of study. Each of these units of study is meant to prepare students at a level that will prepare the students for success in college.

Beyond just developing the mind, the school is committed to character development. To achieve this, we have crew classes. In crew classes, students work in small groups to build leadership, study, and organizational skills. It is our goal to have these classes remain together for all four years of school – this allows for the crew to bond as a team, and ensures that every student has at least one teacher who has known him or her for all four years of their high school experience.

Beyond just the regular classroom instruction, we have intensives. Twice a year we take a break from regular classes and have weeklong seminars during which time the students study a topic in-depth with a teacher and a small group of students. These classes mimic the sort of in-depth studies, small group discussions and fieldwork students would do in college.

Last, we are a college preparatory high school. As a result, preparing kids for success in college is the base of everything we do at the school. With this in mind, teachers plan classes that go beyond the Regents and develop the reading, writing, and critical thinking skills that are necessary for our students to succeed in college. In addition, we have a full-time college counselor who is committed to ensure that every student is accepted to and succeeds in a college of their choice.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Bronx Expeditionary Learning High School				
District:	9	DBN #:	09x227	School BEDS Code #:	320900011227

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K	0	0	0				81.2	82.4/ 79.3	0
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Mobility:					
Grade 2	0	0	0	(% of Enrollment as of June 30)			2006	2007	2008
Grade 3	0	0	0				90.0	90.2	91.4
Grade 4	0	0	0						
Grade 5	0	0	0	Eligible for Free Lunch:					
Grade 6	0	0	0	(% of Enrollment as of October 31)			2005	2006	2007
Grade 7	0	0	0				81.7	78.5	88.5
Grade 8	0	0	0						
Grade 9	144	143	146	Students in Temporary Housing:					
Grade 10	69	112	119	(Total Number as of June 30)			2006	2007	2008
Grade 11	0	60	85				5	5	7
Grade 12	0	0	55						
Ungraded Elementary	0	0	0	Recent Immigrants:					
Ungraded Secondary	213	315	405	(Total Number as of October 31)			2006	2007	2008
Total	0	0	0				9	8	17
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	0	7	24						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	7	6	10	Principal Suspensions	17	24	25
Number all others	19	25	37	Superintendent Suspensions	12	8	24
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	31	40	64	Number of Staff:			
# ELLs with IEPs	1	1	6	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	12	19	30
				Number of Administrators and Other Professionals	4	3	5
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	0	TBD	0
	7	8	28				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	96.7
American Indian or Alaska Native	0.5	0.6	1.0	Percent more than two years teaching in this school	0.0	5.4	20.0
Black or African American	31.0	34.6	32.6	Percent more than five years teaching anywhere	0.0	10.5	10.0
Hispanic or Latino	66.7	62.9	63.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.6	1.2	Percent Masters Degree or higher	43.0	53.0	57.0
White	0.9	1.3	1.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	62.2	88.3	98.0
Multi-racial							
Male	45.5	49.5	50.4				
Female	54.5	50.5	49.6				

2008-09 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)		
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	IGS
	Math:		Math:	IGS
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				v	v	
Ethnicity						
American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities				v	v	
Limited English Proficient				INS	INS	
Economically Disadvantaged				v	v	
Student groups making AYP in each subject				5	5	

Key: AYP Status

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Target		
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade		Overall Evaluation:	v
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	v
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	v
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	v
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	v
Additional Credit		Quality Statement 5: Monitor and Revise	v
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

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

Staff

The school is currently blessed with many dedicated teachers who are interested in seeing the school succeed. While many of the teachers have between one and three years experience, they are interested in improving their instructional practices and working in a school environment where students' character is developed and students are successful.

Regents

Students have traditionally struggled on the New York State Regents Exams. Much of the challenge is language based and developing academic language in kids.

If you consider only the school's main regents exams of Living Environment, English, Global History, US History, Algebra and Math A, the pass rate ranged from 10 percent in Algebra to 51% in Living Environment. Overall the pass rate (considered a scale score between 65 and 100) for these main regents was 21.1%.

Credit Accumulation

At BELHS, students also struggle to accumulate credits towards graduation. Specifically, students struggle more in math and science than in English and History when it comes to earning credits.

On-Track for Graduation

As a result of students' struggles to pass regents exams and earn credits towards graduation, a significant majority of BELHS' students are not on-track for graduation. Currently 20% of our students are either on-track for graduation or close. Another 15% are in need of interventions and 65% are significantly off-track.

Attendance

Last year the school had an overall attendance rate of 83%. This number is above the city average.

School Culture and Tone

The school staff is extremely committed to making the school a safe and caring environment. The staff work hard to develop a positive relationship with each student and see to their success.

To continue to foster the positive environment, the school adopted the Responsible Thinking Classroom to work with students who need to modify their behavior to be successful. The school continues to work on this model and to develop a series of interventions that will help all students be successful.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: *(1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for 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.*

1. *Increase the US History Regents pass rate from 31 to 35%. Increase the Algebra Regents pass rate from 15 to 25%.*

On our progress report, our two lowest scoring regents were US History and Algebra. As a result, we are focusing on these regents to increase the pass rate and have more students on track for graduation.

2. *Increase the percentage of students earning 10 or more credits during their freshman year from 62.5% to 66%*

As we look to improve the performance of students, it is essential that we do not let our students get off to a bad start and fall behind in regents and credits during their first year of high school. As a result, it is essential that we ensure that students get off to a strong start and build momentum throughout the year.

3. *Have 100% of teams lead by teachers by June.*

The school is largely 2nd year teachers who are high on potential both instructional and leadership. As a result, it is important to develop both their pedagogy and leadership skills.

In addition, we hope that by developing strong teams we will increase school-wide communication, and buy-in among the staff. Areas where the school scored low on in the Learning Environment Survey.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Increase the US History Regents pass rate from 31 to 35%. Increase the Algebra Regents pass rate from 15 to 25%.</i></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>	<ul style="list-style-type: none"> • Summer – Professional development around planning. This will help teachers identify long and short term learning targets and align instruction and assessment with these targets. In addition, this will be an ongoing focus of professional development throughout the school year. • Summer – Summerbridge program to orient freshman to the school. This will help with the pass rate among freshman • September to June – AUSSIE support for US History and Math teachers. • October – Establish department teams. One of these teams will incorporate all math teachers and will discuss ways to increase algebra regents pass rate. Another team will have all history teachers and will focus on increasing the student pass rate for US and Global History Regents. • October to June – Professional development and utilization of interim assessments to track students' progress toward passing regents • December – Hire an additional ESL teacher to strengthen the level of support for ESL students • January – Weeklong course for freshman during regents' week. This course will help prepare students for US History exam • April – Align intensive courses with Regents to ensure that students receive additional, focused support in these regents. • February to March – Night school to help students prepare for the regents exams.

	<ul style="list-style-type: none"> • May – Regents Jamboree each Saturday to help students prepare for the regents • June – Regents Preparation after school and on Saturday
<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>Budget funds to purchase AUSSIE contracts for 40 days (history) and 20 days (math)</p> <p>Contract with Expeditionary Learning to provide training in effective pedagogy including active learning</p> <p>Department time to allow history department to plan together.</p> <p>Department time to allow math department to plan together</p> <p>Training on interim assessments</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly interim assessments with at least 35% of students on track in US History and 25 % on track in integrated algebra</p> <p>Student Expos during which time students display products that display an appropriate level of proficiency</p>

Subject/Area (where relevant): 9th Grade – All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Increase the percentage of students earning 10 or more credits during their freshman year from 62.5% to 66%</i></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>	<ul style="list-style-type: none"> • Summer – Professional development around planning. This will help teachers identify long and short term learning targets and align instruction and assessment with these targets. In addition, this will be an ongoing focus of professional development throughout the school year. • Summer – Summerbridge program to orient freshman to the school • Summer – Establish a team of strong teachers for the freshman class • September to June – Professional development based on the individual needs of the teachers. Utilize AUSSIE coaches to provide professional development. Provide more or less structured professional development based on the needs of the teacher. • October – Crew orientation trip. Week long Outward Bound trip to build teamwork and a spirit of striving for success • October – Identify a grade team leader for the 9th grade. This individual will organize the 9th grade teachers • October – Establish grade teams. One of these teams will incorporate the 9th grade teachers. This team will use kid talk to develop action plans for freshman to keep the students on track • October to June – Professional development and utilization of interim assessments to track students' progress toward passing regents • November – Establish rock climbing incentive to increase student engagement in school • December – Hire an additional ESL teacher to strengthen the level of support for ESL students • January – Weeklong course for freshman during regents' week. Because most of our freshman are below grade level in math and English, we will increase the amount of instructional time by having all freshmen attend an intensive during regents' week. • February – Check in with all teachers to review first semester and establish goals for second semester

	<ul style="list-style-type: none"> • February to June – Professional development around classroom management • February to June – Ongoing tracking of student grades to ensure that students are earning credits • February – Development of an incentive program for students who are passing classes and have a high rate of attendance • February to March – Night school to help students earn missing credits and prepare for the regents exams. • May – Regents Jamboree each Saturday to help students prepare for the regents • June – Regents Preparation after school and on Saturday
<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>A core group of teachers that teach all freshman</p> <p>Time for the 9th grade teachers to meet and discuss student progress</p> <p>Per Session money to pay for teachers to offer night school to freshman who fail one or more classes</p> <p>Per session to pay teachers for regents prep in May and June</p> <p>Money to pay for PowerSchool to allow the ninth grade teachers to keep and share their grades in a uniform format</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of report cards to see if students are on track to earn credit – expect at least 70% of students to be on track to earn 10 credits at each report card check</p>

Subject/Area (where relevant): All Grades – All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Have 100% of teams lead by teachers by June.</i></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>	<ul style="list-style-type: none"> • August – Teachers participate in Critical Friends Group Training with the network. This training is reinforced monthly throughout the year. • September – Meet with these teacher leaders to discuss what supports they will need to assume leadership position. • September – Model protocols in professional development and allow teacher leaders to practice in meetings. • October – Establish leadership team that consists of all future leaders. • November – Assign teachers to lead each team and provide them with the support to run their first team meetings successfully • November to June – Weekly leadership team meetings to discuss progress in instructional and grade team meetings • November to June – Leadership training during weekly leadership meetings • December, March, & May: Review effectiveness of each team quarterly • November to June – Review minutes from team meetings • February – Leadership retreat to begin to reflect on current year, plan for next year, and beyond • February – Leadership team members to each visit two schools • February - March – Review protocols for team meetings and adjust as appropriate • March – Begin leadership book club with leadership team • May – End of year evaluations/reflections with each team leader

<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>Money to pay for Critical Friends Group (CFG) Training</p> <p>Release time for teachers to attend CFG training</p> <p>Per Session for teachers to attend leadership team</p> <p>Per session for teachers to prepare agenda and professional development for teams</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Number of teams lead by teachers as opposed to administrators • Minutes and agendas of team meetings to determine effectiveness • Reflections during weekly leadership meetings • Feedback from teachers on the effectiveness of instructional and grade team meetings • End of year evaluations/reflections with each team leader

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	99		99		0	0	0	
10	93	82	93	75	0	0	2	
11	90	80	76	94	0	0	4	
12	35	64	65	77	0	0	2	

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson, Small groups, ESL pull-out, 37.5 minutes, Regents prep
Mathematics:	Regents prep, after-school Regents prep, after-school credit recovery, 37.5 minutes
Science:	Regents prep, after-school Regents prep, after-school credit recovery, 37.5 minutes, lab make-ups
Social Studies:	Regents prep, after-school Regents prep, after-school credit recovery, 37.5 minutes
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Drug and alcohol, and dropout prevention counseling.
At-risk Health-related Services:	

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 (2008-2009) LAP narrative to this CEP.

Freestanding English as a Second Language (ESL)

The Bronx Expeditionary Learning High School provides an academically rigorous program in English as a Second Language that prepares English Language Learners with the necessary speaking, listening, reading and writing skills to achieve proficiency in the English language and achieve success in the academic content areas.

Our program is designed to meet the needs of 100% of ELL's based on proficiency levels demonstrated on the NYSESLAT or Lab-R. 9th grade. The beginners receive the mandated 540 minutes per week. The intermediates receive 360 minutes and the Advanced receive 180 minutes as part of a Free-Standing ESL program. In addition, one ESL teacher is dedicated to providing push in services for all beginners and some intermediates.

Demographics:

Current ELL Population –

ELL's represent 23% (90) of the BELHS community.

Number of ELLS in

9 th Grade	25
10 th Grade	35
11 th Grade	17
12 th Grade	12

Levels of ELLS

Beginners	24
Intermediate	40
Advanced	25

We also have 26 ELL's who have Special Needs.

Last year 7 students scored Proficient on the NYSESLAT.

17 students moved to a higher level

31 students improved their over all scores

UPDATED – OCTOBER 2008

11 students scored higher than the prior year but stayed within the same level.

The vast majority of our ELL's speak Spanish, but we also have students who speak French, Twi, Haitian Creole, and Ibo.

The 5 ESL Learning Standards are the foundation of BELHS' curriculum and instruction. Teachers create units based on the standards to support and scaffold the skills and content knowledge. Teachers develop subject and interdisciplinary investigations (an in-depth study of a topic with the assistance of experts and field work to enhance student experience) and have students complete authentic tasks to demonstrate understanding.

Students participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students demonstrate learning through measurable product development, demonstrations, and exhibits. Our ESL teachers establish short term and long term learning targets for our students. They also use visuals to support students' understanding of the academic content. The teaching material used for this course includes a wide range of print, visual and digital resources designed for increasing English language proficiency. Technology is integrated in lessons as appropriate. With this in mind, language functions and structures are taught within the context of the lesson. Peer Volunteers have also been assigned to serve as Cooperative Learning Partners to ESL students in other classes. Additionally, several staff members are bilingual. This provides an active support system for ESL students.

Scaffolding of both language and content is a key element in lesson planning and instruction. Instructors establish short term and long-term targets for students. A variety of learning strategies are introduced, modeled and practiced with the goal of students developing the ability to learn independently. Classes are based on the workshop model and students participate in small group, task oriented learning situations that guide the production of language in both verbal and written form.

Assessment activities are integrated into instruction and can include teacher observations, self-assessment, performance and portfolio assessments. Teachers use these assessments to guide their instruction by targeting a segment of the unit, develop strategies to improve a task or by working on interdisciplinary projects to support a deeper understanding of the unit.

Teacher made interim assessments are given at designated intervals. The ESL department is in the process of creating an Inquiry Team to look at ESL student ELA and Math data to evaluate progress broken down by categories – male vs female, ELL vs Sp Ed ELL, grade level, NYSESLAT results.

Our ELL's generally do well in the listening and speaking parts of their NYSESLAT, classroom tests, and in activities. They tend to struggle with the academic reading and are challenged when it comes to academic writing. The ESL teachers use a multitude of graphic organizers to assist the students to prepare for the writing demands of the ELA and the Social Studies exams. Teachers emphasize sentence structures, paragraph writing, and essay writing skills. The ESL teachers also stress the academic vocabulary teaching students the root words, prefixes and suffixes.

We use the NYSESLAT scores to determine placement of the student and individual teachers examine the student test data to aid in differentiated instruction.

In June, we review the incoming 9th graders and identify the ELL's. We have our first Parent Orientation in late June. We conduct a second Parent Orientation in September. At each of these sessions, parents have an opportunity to view the video and receive the Parent Brochure. They also receive the Parent Program Selection form and a Parent Survey. We send out a mailer to notify parents of the Orientations. Our Parent Coordinator also calls parents to remind them of the events. In September, we again mail out the Parent brochure, Parent Selection form and the Parent Survey to the parents who did not attend either sessions.

The ELL's coordinator (Ms. Fletcher) and the Assistant Principal (Ms. Clifford) review the Parent Choice responses in late September for patterns and trends. Given the option to choose Transitional Bilingual Education (TBE), Dual Language (DL), and the Free Standing ESL Program, our parents have opted to have students remain at BELHS with the Free Standing ESL Program.

In addition to the required hours of support, we also provide an after-school program for the ELL's for enrichment, Regents Prep, and NYSESLAT prep. The ESL staff teaches these classes. The students are grouped by levels to best support their needs.

We are in the process of creating a set of professional development workshops to empower the staff on strategies designed to reach ESL learners. We will be scheduling teachers to attend QTEL in April and in the near future. In addition, we will look for regional support in this area.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual **XXX** ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 69
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

The Bronx Expeditionary Learning High School (BELHS) offers ELL Students English as a Second Language.

Students are programmed for ESL services on the basis of their Lab-R and NYSESLAT scores. Beginners receive 2 double periods and 3 additional periods of ESL instruction. 9th and 10th grade Intermediate ELL's receive 2 double periods and 3 additional periods of ESL instruction. 11th and 12th grade ESL students receive one period of instruction per day.

The language of instruction is English. ESL classes are taught by three NYS certified ESL instructors. Instructional materials include a variety of print, visual and digital resources designed to promote English proficiency. NYSESLAT data is used to differentiate instruction for ELLs. External organizations that support our ESL program include the Office of English Language Learners and the Empowerment Network. We have hired a third ESL teacher to ensure we best support our students.

Students who attain English proficiency are placed in grade appropriate ELA classes. These students will continue to remain eligible for tutorial, AIS services, and extended time for Regents.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

BELHS offers the required Regents curriculum for English, Math, Science, Social Studies and Spanish. In addition, courses are offered in Economics, Government, Advanced Placement ELA and Advance Placement Environmental Science. In the spring semester, 2009, Calculus will be included in the curriculum. In the spring, BELHS will also offer Intensives. Intensives are week long, in-depth expeditions into a specific topic related to a content area. A variety of topics are offered during Intensives and students have the opportunity to choose the intensive that they will attend. During that week, students meet in small groups to investigate their topic and they also do field work outside of school.

Crews (Advisory), electives and Adventure classes are heterogeneously grouped. 9th grade ELLs are placed in 2 sections for Math, Science and History. Tutoring is available at lunch or after school in all content areas. With Title III funding, BELHS will provide 2 afternoon programs for ELLs. One will focus on supporting Beginners and the other will focus on Regents preparation. Both will also prepare students for the NYSESLAT.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Extracurricular activities at BEHLS include Debate Team, Building with Books, Save the Children, Chess club, Performing Arts club, Polar Bear Sports, Music, Class Council at each grade level, Art Club for all grades and a Yearbook club for seniors. In spring, 2008, BELHS established a chapter of the National Honor Society. Of the 27 students inducted into the NHS, 9 are ELLs or former ELLs. BELHS is part of the Taft Campus that offers a number of varsity sports including basketball, baseball and soccer. Outward Bound facilitates a 5-day camping trip each fall for 9th graders. The trip gives our ELLs an opportunity to interact with peers and teachers while practicing their English in a small group setting. The 9th graders have also gone on two after school climbing trips to the Outward Bound Center.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

We employ numerous bilingual staff members in order to assist parents of ELLs. We offered an orientation session for parents in the fall to inform them of program placement options, as well as state and city requirements for graduation. Staff members meet to assess student progress and ensure that all ELLs receive appropriate academic intervention services. We provide written translations and oral translators for all school communications with our families.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

The Summer Bridge Program is a 2-week program offered to incoming 9th graders in August. It is designed to help students bridge the academic and social transition from middle school to high school. Newly admitted students are closely monitored by the guidance counselor who provides students and parents with an introduction to credit and course requirements.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Teachers receive staff development on assessments and monitoring student progress. Teachers develop techniques and strategies for collecting and analyzing student data and utilizing this information to differentiate instruction. This work is done in the content area team and the grade level team each week to examine student success in their various content areas.

Teachers will receive professional development on specific scaffolding techniques that enhance the performance of ELL students both in ESL and content area classes. They will also receive professional development on building academic vocabulary for ELLs. Teachers will attend QTEL in the near future and in house ELL professional development is scheduled to begin soon.

Teachers meet in both grade level and content area groups to discuss instructional practices, as well as concerns and needs of individual students. This group meets on a weekly basis to share and discuss with the entire grade team.

ESL teachers attend professional development offered by OELL, BETAC and QTEL. One ESL teacher is a certified Wilson Language teacher. ESL teachers also meet once a week to discuss student strengths and challenges, strategies, curriculums, units of study, assessments, student data, and materials.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

We offer a number of support services to our ELLs. Staff members assesses student progress and ensure that all Ells receive appropriate academic intervention services. Teachers meet weekly in grade level and content area groups to address concerns and needs of individual students. In addition, students meet daily for Crew as a small group. During Crew, teachers have an opportunity to interact with students on an individual level.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Not Applicable

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: __Taft High School_____ **District** __9_____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	3					

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

ELL students with IEP’s receive the mandated services of counseling, SETS, CTT services. This year, students who require mandated speech services have not be able to receive the services because the ISC is still looking to place a therapist in the building.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule

UPDATED – OCTOBER 2008

Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:44	Subject (Specify) Environmental Science	Subject (Specify) U.S. History	Subject (Specify) Environmental Science	Subject (Specify) U.S. History	Subject (Specify) Environmental Science
2	From: 8:32 To: 9:30	Subject (Specify) Environmental Science	Subject (Specify) U.S. History	Subject (Specify) Environmental Science	Subject (Specify) U.S. History	Subject (Specify) U.S. History
3	From: 9:32 To: 10:16	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
4	From: 10:18 To: 11:02	Subject (Specify) Crew	Subject (Specify) Crew	Subject (Specify) Crew	Subject (Specify) Crew	Subject (Specify) Crew
5	From: 11:05 To: 11:49	Subject (Specify) Art	Subject (Specify) Art	Subject (Specify) Art	Subject (Specify) Art	Subject (Specify) Art
6	From: 11:52 To: 12:36	Subject (Specify) ESL	Subject (Specify) Algebra	Subject (Specify) ESL	Subject (Specify) Algebra	Subject (Specify) ESL
7	From: 12:39 To: 1:23	Subject (Specify) ESL	Subject (Specify) Algebra	Subject (Specify) ESL	Subject (Specify) Algebra	Subject (Specify) Algebra
8	From: 1:26 To: 2:10	Subject (Specify) Algebra Lab	Subject (Specify) Science Lab	Subject (Specify) Algebra Lab	Subject (Specify) ESL	Subject (Specify) ESL
9	From: 2:12 To: 2:56	Subject (Specify)	Subject (Specify) Phys. Ed.	Subject (Specify) Phys. Ed.	Subject (Specify) Phys. Ed.	Subject (Specify) Phys. Ed.
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 _____ **Number of Students to be Served:** _____ **40** **LEP** _____ **Non-LEP**

Number of Teachers _____ **2** **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Teachers receive staff development on assessments and monitoring student progress. Teachers develop techniques and strategies for collecting and analyzing student data and utilizing this information to differentiate instruction. This work is done in the content area team and the grade level team each week to examine student success in their various content areas.

Teachers will receive professional development on specific scaffolding techniques that enhance the performance of ELL students both in ESL and content area classes. They will also receive professional development on building academic vocabulary for ELLs. Teachers will attend QTEL in the near future and in house ELL professional development is scheduled to begin soon.

Teachers meet in both grade level and content area groups to discuss instructional practices, as well as concerns and needs of individual students. This group meets on a weekly basis to share and discuss with the entire grade team.

ESL teachers attend professional development offered by OELL, BETAC and QTEL. One ESL teacher is a certified Wilson Language teacher. ESL teachers also meet once a week to discuss student strengths and challenges, strategies, curriculums, units of study, assessments, student data, and materials.

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.

With Title III funding, the Bronx Expeditionary Learning High School will offer 2 after-school support programs for our ELLs. One program will focus primarily on Regents preparation. Approximately twenty, 11th and 12th grade Intermediate and advanced students will develop comprehension and analysis skills and will become familiar with tasks on the ELA Regents. The second program is designed for Beginners. It will serve twelve 9th and 10th graders and will focus on listening and early reading strategies. Wilson Learning strategies will be utilized. Instruction for both programs will be in English and will be provided by a NYS certified ESL instructor. Classes will meet once a week for 90 minutes for 12 weeks Staff Development (2008-2009):

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.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	12104	Per-session pay for teachers to run the after school programs
Purchased services such as curriculum and staff development contracts	3,000	This money will be used to purchase texts to support the development of early reading skills and regents preparation materials
Supplies and materials		
Travel		
Other		
TOTAL	15,104	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school looks at the home language surveys, the Learning Environment Surveys, and conversations with students and with parents to determine the translation needs of the school. When parents visit the school to meet with staff we confirm that they are receiving school materials in appropriate language. When we call a parent at home we work with the student to ensure that we have a staff member who speaks the appropriate language and can translate as necessary.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have concluded that there is a substantial number of students and families who need to receive materials in foreign languages with a significant majority requiring Spanish. The need to translate documents into Spanish is a well-recognized need in the school and one that the school works to meet by having staff regularly translate documents into Spanish.

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.

All documents that are sent home to parents are translated into Spanish by in-house school staff. These materials are sent out at the same time as the original documents in English.

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

The school will provide oral interpretation by in-house staff as needed. Several staff members regularly serve as translators for phone conversations and in person meetings.

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>.

The school works hard to meet the translation requirements described in the Chancellor's Regulations. In all communications with parents we ask them if they need translation and provide it at their request.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 341,445
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 3,414
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 17,023
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year Approx 98%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The school is working with these teachers to identify programs (graduate school and others) that the teachers can participate in to receive certification. In addition, the school is working to develop partnerships with local colleges to ensure a strong stream of qualified teacher candidates in the future.

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

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

The school utilizes the recommended parent involvement policy that the New York City Department of Education Recommends.

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 at the NYCDOE website link provided above.

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

The school utilizes the recommended parent involvement policy that the New York City Department of Education Recommends.

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 at the NYCDOE website link provided above.

SCHOOL-PARENT COMPACT

The Bronx Expeditionary Learning High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2008 – 2009.

School Responsibilities

The Bronx Expeditionary Learning High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the

participating children to meet the State's student academic achievement standards as follows:

Specifically the class will hire and develop teachers who have a strong desire to see all students succeed. The teachers will work to develop a high-quality curriculum through collaboration with both internal staff and external professional developers.

In addition, the school will utilize crew (advisory) to help provide all students with a supportive learning environment.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Twice a year on October 23-24 and March 26-27.

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

The school will mail out report cards six times per year. In addition, teachers will mail out progress reports as appropriate.

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

Teachers are available during their free periods by appointment. Appointments can be scheduled by calling 718.410.4077

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are encouraged to call and set-up a time to visit their classes.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

UPDATED – OCTOBER 2008

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.

Each year in July the school will review the previous year's student outcomes to determine the needs of the school. The school will look at the Regents Exams' scores, class pass rates, the progress report, school learning environment survey and the quality review. When appropriate the data will be analyzed both school-wide and broken down by student demographics.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Bronx Expeditionary Learning High School is committed to the success of every student. As a result, we spend our class time and professional development time focused on providing students with instruction that helps them meet the state's proficiency levels as measured by the regents exams.

To accomplish this lofty goal, we utilize many scientifically based instructional strategies:

- A. Provide block periods for students in the 9th and 10th grades
- B. Provide materials in both Spanish and English wherever possible
- C. Utilize off-site professional development from Expeditionary Learning Schools that helps staff plan rigorous and engaging lessons and accurately measure student learning
- D. Engage all incoming 9th grade students with a two-week bridge program before they enter the school

- E. Increase instructional time for 9th grade students by running a weeklong course during Regents Exams in January
- F. Provide ESL and Collaborative Team Teaching to meet individual student needs
- G. Extended day from 3:30 – 5 to increase the amount of instruction in the day, help students prepare for the Regents exams and earn additional credits
- H. Provide professional development for staff that is focused on increasing student engagement and class rigor
- I. Contract with AUSSIE and Outward Bound to provide on-site coaching

3. Instruction by highly qualified staff.

The school actively recruits highly qualified staff and goes through a lengthy screening process that involves students and staff in the selection of any new staff.

In addition, the school provides varying and on-going professional development for all teachers at the school.

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.

The school has on-going and varying levels of professional development for staff. Teachers receive on-site professional development from contractors – AUSSIE and Outward Bound. In addition, the school offers on-site professional development from the principal, assistant principal, mentor teachers, and experienced teachers in both small and large group settings.

The school staff receive off-site professional development from numerous sources including Empowerment Network professional development, Outward Bound, other professional development organizations and colleges/universities.

This professional development is scaffolded based on the needs of the teacher but all staff receive professional development on Unit and lesson planning, classroom management, technology, formative and summative assessments and Interim assessments.

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

The school actively recruits highly qualified teachers from universities, colleges, teacher training programs (NYCTF and TFA), acquaintances of current teachers, and through open advertisements.

All new hires must interview the school administration, teachers, students, and when possible parents, and the interviewers then collectively decide whether to hire the new teacher.

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

The school is currently working to increase parental involvement. This year we will have a monthly newsletter, regular opportunities for the parents to meet with teachers at the school, and phone calls. In addition, the school is working with other schools in the TAFT building and with outside organizations to arrange to GED and other programs for parents.

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.

Not Applicable

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.

The teachers regularly assess the students using both formative and summative assessments . These include, do nows, quizzes, tests, projects, interim assessments, and other measures to determine students mastery of skills and then instruction is adjusted based on these results.

Teachers are provided with regular professional development on assessments both for and of learning.

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.

Once students' difficulties are identified using the assessments discussed above, teachers provide additional support in numerous ways.

- A. Block scheduling in the 9th and 10th grades
- B. Tutoring after school and at lunch
- C. Peer tutoring
- D. Wilson Reading for students struggling with reading
- E. ESL classes for students need support in language acquisition
- F. Time in crew (advisory) classes to develop study skills and to review material taught
- G. Lab periods during which time students are provided with additional supports in math and English

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, school administrators, and support staff work to coordinate all of the programs mentioned above. In addition, all of the programs mentioned above are used to support the success of our students.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (if applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School 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.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

The school will review the ELA curriculum – both written and taught and determine if it meets the state's standards and adequately prepares our students for success once they leave our school.

For every unit our teachers go through a detailed planning process that includes using a Backwards Design template, peer and administrator review, and reflection at the end of the unit when the teachers look at student work in instructional teams.

At the end of the year the ELA department will layout each unit and see if combined they make for a strong one-year and four year curriculum.

In addition, at the end of the year the teachers will review the unit plans and see where there are opportunities for interdisciplinary work.

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?

The school is still working to develop its ELA curriculum.

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.

See 1A.1

1B. Mathematics

UPDATED – OCTOBER 2008

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We will go through the same process that is described for ELA in the answer to 1A.1.

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?

UPDATED – OCTOBER 2008

The school is still working to fully develop its math curriculum.

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.

See 1A.1

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The school administration conducts regular walkthroughs to monitor the level of instruction in classes. In review of unit plans the instructional teams and administration review the different instructional strategies that the teacher indicates that he or she will utilize.

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

Applicable Not Applicable

UPDATED – OCTOBER 2008

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?

Walk-throughs confirm that our instruction is heavily dependent on direct instruction.

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.

The teachers are working to improve and increase their instructional strategies by actively participating in professional development described throughout the CEP, and from feedback from peers, administration and outside consultants.

2B – Mathematics Instruction

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

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

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

See 2A.1

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

Applicable Not Applicable

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

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?

Walk-throughs confirm that our instruction is heavily dependent on direct instruction.

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.

See 2A.4

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

School will review teacher turnover data for the past several years.

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?

While teacher turnover numbers were high in the first three years of the school, only 4 teachers left the school last year.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned

UPDATED – OCTOBER 2008

the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We will review the professional development opportunities offered to and used by teachers.

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?

Both of our ESL teachers regularly participate in professional development including those created by the New York City Department of Education, QTEL and network professional development.

In addition, when appropriate content area teachers are recommended for and encouraged to attend professional development focused on ELLs.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We will actively review and test data on ELLs and look at the amount of data and level of analysis that has occurred in the past.

UPDATED – OCTOBER 2008

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?

There is little or no current use of data with ELLs.

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.

The school is now utilizing the Interim assessments provided by the city. In addition the school is working to develop a system to track student results on the NYSESLAT, 8th grade ELA, and regents exams and measure progress. Once a system is developed this data will be broken down within the areas identified above.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We will review with both regular and special education teachers their knowledge of their students' IEPs and the different accommodations they can offer.

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?

Not all teachers are knowledgeable about their students' IEPs or how they can support the students.

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.

The school will work to distribute all IEPs to teachers as they get updated. In addition, the school will provide professional development to teachers on different instructional strategies that they can use in their own classrooms to increase the amount and different types of supports that students receive.

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

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

Please respond to the following questions for Key Finding 7:

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

The school will review student IEPs.

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?

This review is on going as we update IEPs this year.

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.

The school will provide professional development to IEP teachers as they work to craft each IEP.

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 14, 2008** Email address: **tbradley2@schools.nyc.gov**

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

School DBN	09x227
School Name	Bronx Expeditionary Learning High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 151,405
Principal Name	Ryan Scallon
Principal Email	rscallon@schools.nyc.gov
Principal Phone	7184104077

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

- Yes
 No

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

- Yes
 No

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

Before- and After-School Programs	\$ 24,865
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	\$ 20,000

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

- Yes
- No

Please describe the program.

Credit Recovery Program for students that are deficient credits utilizing PLATO software

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

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

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

- New implementation
- Program Expansion

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

Credit Recovery Program. After school tutoring for students struggling in class

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

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

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

- New implementation
- Program Expansion

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

- Yes
- No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 55,184**

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for beginning teachers and/or principals (consistently certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

Outward Bound, AUSSIE and RAMAPO providing professional development and coaching for teachers

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

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

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

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (and appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
- No

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

- Yes
- No

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

Instructional changes \$ 51,355

Structural changes (Please note: You must also be implementing Instructional Changes to choose this option)

Please provide a brief description of the instructional changes and/or structural/organizational changes that will be implementing Expeditionary Learning throughout the school

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

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

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

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

In the past the school has tried to build capacity for Expeditionary Learning and has failed. This year we are looking to leverage our partner Outward Bound NYC, our School Designer and our Instructional Guide to make significant gains in this area

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

- Yes
- No

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

Yes

No

CEP Appendix 8: Contracts for Excellence