



BRONX EXPEDITIONARY LEARNING HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X227

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

TELEPHONE: 718-410-4077

FAX: 718-504-4741

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SECTION I: SCHOOL INFORMATION PAGE

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

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

SCHOOL TELEPHONE: 718-410-4077 **FAX:** 718-504-4741

SCHOOL CONTACT PERSON: Mr. Ryan Scallon **EMAIL ADDRESS:** rscallon@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: David Ward

PRINCIPAL: Ryan Scallon

UFT CHAPTER LEADER: Jay Werner

PARENTS' ASSOCIATION PRESIDENT: Jazmin Padron

STUDENT REPRESENTATIVE:
(Required for high schools) Samantha Lopez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** CFN 411

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
David Ward	*Principal or Designee	
Jay Werner	*UFT Chapter Chairperson or Designee	
Jazmin Padron	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Drina Carbonell	DC 37 Representative, if applicable	
Samantha Lopez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gicel Adon	Member/Teacher	
Nicholas Intriago	Member/Teacher	
Elena Heredia	Member/Parent	
Anna Bernandez	Member/Parent	
Rosa Claske	Member/Parent	
James Reyes	Member/Student	
Chadae McAnuff	Member/Student	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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.

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 ensures 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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 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"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		83.4	78.4	74.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.4	91.8	89.4		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		88.5	97.7	88.9		
Grade 8	0	0	0						
Grade 9	132	96	101	Students in Temporary Housing: Total Number					
Grade 10	109	120	87	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	86	90	86		7	49	27		
Grade 12	84	84	86						
Ungraded	0	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	411	391	361		17	24	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	8	14						
No. in Collaborative Team Teaching (CTT) Classes	46	36	39	Principal Suspensions	46	184	153		
Number all others	35	32	23	Superintendent Suspensions	24	23	31		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
(As of October 31)	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10		
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0	
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0	
# receiving ESL services only	91	99	TBD	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	7	25	TBD	(As of October 31)	2008-09	2009-10	2010-11	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	30	31	31	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	4	3	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD	
	28	26	67					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	96.7	100.0	90	
American Indian or Alaska Native	1.5	1	.8	Percent more than two years teaching in this school	20.0	41.9	51.6	
Black or African American	32.8	32.7	28	Percent more than five years teaching anywhere	10.0	12.9	29	
Hispanic or Latino	64.2	63.7	69					
Asian or Native Hawaiian/Other Pacific Isl.	.2	.5	1.1	Percent Masters Degree or higher	57.0	65.0	71	
White	1.2	1.5	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.0	84.8	86.5	
Multi-racial	0	0	0					
Male	50.4	51.2	50.4					
Female	49.6	48.8	49.6					

2009-10 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"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			✓
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	✓

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	X	✓	58
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√ ^{SH}	√ ^{SH}	-	
Hispanic or Latino				X	√ ^{SH}		
Asian or Native Hawaiian/Other Pacific Islander						-	
White							
Multiracial							
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				1	2	1	

Key: AYP Status

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	P
Overall Score	57.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	13.7	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	35.6	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	P
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

This past year we have made gains in our students' performance across all metrics. We have seen regents scores and the percentage of students improve, our graduation rate increased, and students were accepted to college at a significantly higher rate.

English Regents:

January 2010 56% an improvement of 23 percentage points

June 2010 35% a decrease of only 2 percentage points despite testing the 10th grade for the first time

Integrated Algebra:

January 2010 68%

June 2010 48% an increase of 19 percentage points

Living Environment:

January 2010 48% an increase of 18 percentage points

June 2010 36% a decrease of 24 percentage points

US History:

January 2010 25% a decrease of 9 percentage points

June 2010 58% an increase of 24 percentage points

Global History:

January 2010 49% an increase of 49 percentage points

June 2010 36% an increase of 10 percentage points

Graduation

June 2009 50.5%

June 2010 60.1% an increase of 10 percentage points. In addition, the school had 13 super seniors graduate which is an increase of 11 over the 2 that graduated the previous year.

College

June 2010 96% of this year's cohort of graduates was accepted to college

June 2010 Our graduates received over \$900,000 in grants and scholarships

At the same time, there are areas that we need to continue develop. Three of these areas are the attendance rate of our students which has remained below our desired level, the percentage of students earning 10 or more credits, and the performance of ESL and Special Education students.

This year we have received an AIDP grant to target student attendance and will leverage that money with an increase in guidance counselor and social worker staff. It is our hope that an increase in student attendance will result further improve regents pass rates and the percentage of students who earn 10 or more credits each year.

Over the past several years, we have also received a student body that includes a larger percentage of ESL and special education students. Historically these students have not performed as well as general education students and we will focus this achievement gap and hopefully shrink it over the next year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Attendance:

Increase the average daily attendance from 75% to 77%. An increase of 2 percentage points over the 2009-2010 school year.

English Regents Performance and Special Education Students:

Increase the percentage of 11th and 12th grade special education students who have passed the English Regents Exam by June 2011 from 7 out of 41 to 15 out of 41.

English Regents Performance and ESL Students:

Increase the percentage of 11th and 12th grade ESL students who have passed the English Regents Exam by June 2011 from 8 out of 53 to 18 out of 53.

Math Regents Performance and Special Education Students:

Increase the percentage of 10th, 11th and 12th grade special education students who have passed the Math Regents Exam by June 2011 from 24 out of 62 to 40 out of 62.

Math Regents Performance and ESL Students:

Increase the percentage of 10th, 11th and 12th grade ESL students who have passed the Math Regents Exam by June 2011 from 37 out of 96 to 55 out of 96.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the average daily attendance from 75% to 77%. An increase of 2 percentage points over the 2009-2010 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>AIDP Grant – Work with Good Sheppard to track and intervene with students, primarily in the 9th grade, who have a history of poor attendance.</p> <p>Staffing – Increase the number of guidance and social workers on staff to provide counseling to students and offer more attendance interventions.</p> <p>Student Engagement – increase student engagement and the number and variety of extracurricular activities that are offered to students</p> <p>Attendance Incentives – Offer regular attendance incentives to reward students with strong attendance or who show improvements in their attendance</p> <p>Re-engagement cohort: Identify 15-25 students who are not engaged in school, as measured by attendance, and provide them with instruction in the morning and an internship in the afternoon.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p>AIDP Grant – Received a grant for \$250,000 for each of the next two years to provide a team of social workers on the 9th and 10th grade to track student attendance and intervene when the attendance is poor.</p> <p>Staffing - For the 2010-2011 school year we will have a total of three guidance counselors and or social workers. This is an increase from the 2009-2010 school year when we had only two.</p>

<p><i>described in this action plan.</i></p>	<p>Staff the re-engagement cohort with 3 staff part-time and some time with the social worker.</p> <p>Student Engagement – We have hired a Dean of Students for the 2010-2011 school year. She will focus on organizing and providing students with a variety of engaging clubs and activities. In addition, she will plan and organize regular award ceremonies to recognize student performance. In addition, we have set aside \$7,300 in per session for teachers who lead clubs on top of the \$30,000 we are spending on summer school during which we are offering both remedial and enrichment activities.</p> <p>Student Incentives: We have budgeted \$15,000 for student incentives throughout the year.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will monitor student attendance on a weekly basis during our attendance meeting. We will intervene as needed and will measure success based on the year end attendance percentage.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>English Regents Performance and Special Education Students: Increase the percentage of 11th and 12th grade special education students who have passed the English Regents Exam by June 2011 from 7 out of 41 to 15 out of 41.</p> <p>English Regents Performance and ESL Students: Increase the percentage of 11th and 12th grade ESL students who have passed the English Regents Exam by June 2011 from 8 out of 53 to 18 out of 53.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>AIS Services: Provide more robust AIS services to our special education students that target their English regents. We will provide this within the regular schedule.</p> <p>Staffing: Increase the number of special education teachers from 3 to 5. Increase from 4 to 5 the number of ESL teachers on staff.</p> <p>Small Classroom Setting: Provide a small classroom setting for those students who need a small setting for their English class. Provide a separate ESL/bilingual class for students who score at the beginner level on the NYSESLAT exam.</p> <p>Push In Teachers: Continue to provide push-in support to special education students within their English classes. In addition, we will provide CTT training to our push-in and English teachers to insure that we are maximizing the benefit of having two teachers in the classroom.</p> <p>Classroom Materials: Provide English and history teachers with \$20,000 in new supplies to support their classroom instruction.</p> <p>Interim Assessments: Regularly monitor student progress toward passing the English</p>

	regents with regular mock regents (I.A.s)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Schedule: AIS scheduled into the school day</p> <p>Staffing: Increase the number of special education teachers from 3 to 5. Increase ESL staff from 4 to 5.</p> <p>Professional Development: Provide extensive professional development to English teachers and their push in support through a professional development contract with GoldMansour & Rutherford.</p> <p>Classroom Materials: Provide English and history teachers with \$20,000 in new supplies to support their classroom instruction.</p> <p>Interim Assessments: Regularly monitor student progress toward passing the English regents with regular mock regents (I.A.s)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will regularly monitor progress with interim assessments that mirror the English regents and will measure whether we achieve this goal based on the number of special education students who have passed the English regents exam by June 2011.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Math Regents Performance and Special Education Students: Increase the percentage of 10th, 11th and 12th grade special education students who have passed the Math Regents Exam by June 2011 from 24 out of 62 to 40 out of 62.</p> <p>Math Regents Performance and ESL Students: Increase the percentage of 10th, 11th and 12th grade ESL students who have passed the Math Regents Exam by June 2011 from 37 out of 96 to 55 out of 96.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>AIS Services: Provide more robust AIS services to our special education students that target their Math regents. We will provide this within the regular schedule.</p> <p>Staffing: Increase the number of special education teachers from 3 to 5. Increase from 4 to 5 the number of ESL teachers on staff.</p> <p>Small Classroom Setting: Provide a small classroom setting for those students who need a small setting for their English class. Provide a separate ESL/bilingual class for students who score at the beginner level on the NYSESLAT exam.</p> <p>Push In Teachers: Continue to provide push-in support to special education students within their English classes. In addition, we will provide CTT training to our push-in and English teachers to insure that we are maximizing the benefit of having two teachers in the classroom.</p> <p>Interim Assessments: Regularly monitor student progress toward passing the English regents with regular mock regents (I.A.s)</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Schedule: AIS scheduled into the school day</p> <p>Staffing: Increase the number of special education teachers from 3 to 5. Increase ESL teachers from 4 to 5.</p> <p>Professional Development: Provide extensive professional development to English teachers and their push in support through a professional development contract with GoldMansour & Rutherford.</p> <p>Interim Assessments: Regularly monitor student progress toward passing the English regents with regular mock regents (I.A.s)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will regularly monitor progress with interim assessments that mirror the Math regents and will measure whether we achieve this goal based on the number of special education students who have passed the Math regents exam by June 2011.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	26	13	20	20	15	0	0	0
10	11	16	24	22	20	0	0	0
11	17	10	13	57	20	0	0	0
12	8	10	8	8	20	0	0	0

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:	Program: Tutoring Method of delivery: small group Service provided: during the school day
Mathematics:	Program: Tutoring Method of delivery: small group Service provided: during the school day
Science:	Program: Tutoring Method of delivery: small group Service provided: during the school day
Social Studies:	Program: Tutoring Method of delivery: small group Service provided: during the school day
At-risk Services Provided by the Guidance Counselor:	Counseling provided by the guidance counselors and referral to Montefiore Psychologist as appropriate. Outreach and home visits by school staff.
At-risk Services Provided by the School Psychologist:	Students are referred to the psychologist at Montefiore as appropriate. Students then attend counseling with the
At-risk Services Provided by the Social Worker:	As a part of the AIDP grant, Good Shepherd has provided the school with four social workers. These individuals provide counseling to students that are identified as at-risk based on their attendance.
At-risk Health-related Services:	Services provided by the student based health center run by Montefiore Hospital.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served:** 110 LEP 0 Non-LEP

Number of Teachers 4 **Other Staff (Specify)** N/A

School Building Instructional Program/Professional Development Overview

With Title III funding, the Bronx Expeditionary Learning High School will offer additional English practice – Reading, Writing and Speaking – through Rosetta Stone.

ESL Population: 110 ELLS

ESL students that will benefit from the program: 30 ELLs

Program Detail:

The ESL teachers will identify students who they believe will most benefit from additional English practice. These students will then be provided with an additional period of ESL instruction everyday through the use of Rosetta Stone.

In addition, for any student who would like additional time, or is unable to be served during the day, we will offer a Rosetta Stone Lab after school.

Section II. Title III, Part A LEP Program Narrative

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

We have a variety of educational programs to support our students. Those students who are beginners are provided services in a hybrid model of ESL and bilingual services. The students take Living Environment and ESL classes with an ESL teacher and in the afternoon receive Math and Social Studies in a bilingual setting. This program meets 5 days a week for the whole day.

For those students who are intermediate and advanced (or beginners who are able to be successful in core academic classes in English) are provided with ESL services according to the federal regulations on the number of minutes of ESL services – 180 minutes for advanced and 360 for Intermediate. These services are provided through pull-out ESL services and push in support in their core academic classes.

We have four ESL teachers who are all highly qualified and a bilingual special education teacher who supports the students in the bilingual setting.

All of these programs were selected after looking at the staff available and the past successes and struggles of our students.

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.

Professional Development: All of our teachers receive 2.5 hours of professional development each week during an early dismissal for students. This professional development is based on Danielson's rubrics for effective teaching and the co-teaching model that is supported through Goldmansour and Rutherford, an outside consultant.

In addition, each of our teachers meets with an instructional coach on a weekly basis. At the beginning of the school year these meetings focused on the creation of an individual PD plan. After the initial meetings, the weekly meetings are used to follow up on classroom observations, lesson plans and other supports that it is identified our ESL teachers need.

Section III. Title III Budget

School: 227

BEDS Code: 320900011227

TEMPLATE - MAY 2010

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	9000	Computers
Educational Software (Object Code 199)	6000	Rosetta Stone Site License
Travel		
Other		
TOTAL	15,000	

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 are a substantial number of students and families who need to receive materials in foreign languages with a significant majority requiring Spanish. The staff members 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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 389,747	\$ 90,389	\$ 480,136
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 3,897	\$ 904	\$ 4,801
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 19,487	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 38,974	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97%

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

We have worked to ensure that we hire all highly qualified teachers and work with them and HR to ensure that they remain up to date on their certification. When teachers are not certified or are in danger of losing their certification, we help them find and register for appropriate classes.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Title I Parent Involvement Policy and Parent-School Compact for Bronx Expeditionary Learning High School (BELHS) 09x227

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore BELHS, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. BELHS' policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, and Parent Association, as trained volunteers and welcomed members of our school community. BELHS will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

BELHS' Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the BELHS' Parent Involvement Policy, parent members of the school's Parent Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, BELHS will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, and Parent Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and

Bronx Expeditionary Learning High School will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, and Parent Association;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

Section II: School-Parent Compact

Bronx Expeditionary Learning High School (BELHS), *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. BELHS staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

As a staff we have reviewed all school data including credit accumulation, regents pass rate, graduation, attendance and school environment. This review has included state data, the NYCDOE progress report, data prepared by our Children's First Network and our own internal data. Beyond just reviewing the data before the school year, we have regularly scheduled progress reports, during which time we review our data.

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.

We have several schoolwide reforms that meet these requirements:

- Common planning time for grade teams
- Week long pre-school professional development focused on the curriculum development
- Hiring of additional special education and ESL teachers to allow one special education and one ESL teacher per grade
- Hiring of additional guidance counselors to provide additional support for students and families
- Applying for an receiving a grant to allow the school to contract with Good Shepherd for Social work services
- Academic support blocks for students who continue to struggle in academic classes
- Crew classes to provide academic and social emotional support
- Hiring of Instructional Guides to provide professional development for staff members
- Early dismissal for weekly professional development for staff

3. Instruction by highly qualified staff.

- Extensive time was spent during the hiring process to ensure that we hired the best staff and all are considered highly qualified
- Additional professional development for all staff during early dismissal on Tuesday's and the hiring of Instructional Guides

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.

- Additional professional development for all staff during early dismissal on Tuesday's and the hiring of Instructional Guides
- Individual professional development plans for teachers

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Participate in the city's hiring fairs.
 - Extensive advertisement on Craigslist and other websites that teachers use to search for jobs
6. Strategies to increase parental involvement through means such as family literacy services.
 - Hired a community coordinator who works directly with parents to increase parent involvement
 - Hiring a dean of students to increase the number of extracurricular activities and celebrations to draw parents into the building.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - All teachers create interim assessments to measure student achievement
 - Leadership team provides input on school programs
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.
 - Timely support in after/before school tutoring
 - Academic support periods that are flexible and can be adjusted when needed
 - Resource and ESL pull-out to support students who continue to struggle
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.
 - Assistant principals work with the dean and other schoolwide support staff to ensure that all programs are integrated and run smoothly.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 327,389	✓	13-18
Title I, Part A (ARRA)	Federal	✓			\$ 89,485	✓	13-14
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			\$ 15,000	✓	15-16
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 66,792	✓	13-18
Tax Levy	Local	✓			\$ 2,064,754	✓	13-18

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Improvement Year 1 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The school is in need of improvement (year 1) in both English and Math. The school made AYP in the graduation rate.

In both English and Math the school struggled with the performance of both the LEP and Special Education students. Because these two populations are such a large part of the school, our performance with these students prevented us from reaching AYP in math or English.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

See the action plan on Pages 12 -18

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

This year we are providing numerous professional development opportunities for our teachers. In particular, there are three that are specifically targeted to help us become a school in good standing. First, every week our teachers have 2.5 hours of professional development during an early release for students. During this time the teachers work with Danielson's rubrics for effective teaching and are supported by our two instructional guides and one principal intern to develop and deliver effective instruction.

School Under Registration Review (SURR)

Second, the school has contracted with Goldmansour and Rutherford to provide professional development to teachers to support our co-teachers. In particular, the consultant delivers whole staff professional development and then works with targeted pairs of teachers to improve the support our ESL and Special education teachers and consequently students receive.

Third, the school contracts with New York City Outward to provide professional development and support to the school on methods of active pedagogy to better support all of our students.

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

All of our teachers receive weekly support and mentoring from either an Assistant Principal or principal intern. In addition, all of our new teachers receive at least 40 hours of mentoring with an experienced teacher.

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.

The school will send out notification to parents along with a letter explaining available programs. These letters will be translated into Spanish.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Approximately 18

2. Please describe the services you are planning to provide to the STH population.
We have two guidance counselors and 4 social workers that provides extensive services for students. In addition, we have kid talk, which is a period each week during which time teachers talk about necessary supports for students. We also work to identify individual needs for our STH population and provide them with necessary supplies.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Expeditionary Learning High School					
District:	9	DBN:	09X227	School	320900011227	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.4	78.4	74.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	91.4	91.8	89.4
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	88.5	97.7	88.9
Grade 8	0	0	0				
Grade 9	132	96	101				
Grade 10	109	120	87				
Grade 11	86	90	86	<i>(As of June 30)</i>	7	49	27
Grade 12	84	84	86				
Ungraded	0	1	1				
Total	411	391	361	<i>(As of October 31)</i>	17	24	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	8	14	Principal Suspensions	46	184	153
# in Collaborative Team Teaching (CTT) Classes	46	36	39	Superintendent Suspensions	24	23	31
Number all others	35	32	23				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	30	31	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	4	3
# receiving ESL services only	91	99	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	7	25	TBD				
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	28	26	67	% fully licensed & permanently assigned to this school	96.7	100.0	90.0
				% more than 2 years teaching in this school	20.0	41.9	51.6
				% more than 5 years teaching anywhere	10.0	12.9	29.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	65.0	71.0
American Indian or Alaska Native	1.5	1.0	0.8	% core classes taught by "highly qualified" teachers	98.0	84.8	86.5
Black or African American	32.8	32.7	28.0				
Hispanic or Latino	64.2	63.7	69.0				
Asian or Native Hawaiian/Other Pacific	0.2	0.5	1.1				
White	1.2	1.5	1.1				
Male	50.4	51.2	50.4				
Female	49.6	48.8	49.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	v	58
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				vsh	vsh	-
Hispanic or Latino				X	vsh	
Asian or Native Hawaiian/Other Pacific Islander						-
White						
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
Student groups making				1	2	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	57.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	13.7	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	35.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 411 Sharrock	District 09	School Number 227	School Name Bronx Expeditionary
Principal Ryan Scallon		Assistant Principal David Ward/Darryl White	
Coach Eunice Chao		Coach	
Teacher/Subject Area Molly Appel, ESL		Guidance Counselor Y. Guzman, R. Maisonette	
Teacher/Subject Area Corrille Fletcher, ESL		Parent type here	
Teacher/Subject Area Jacqueline Mark, ESL		Parent Coordinator Drina Carbonell	
Related Service Provider type here		Other Paul Scofield, ESL Teacher	
Network Leader Emily Sharrock		Other Gicel Adon, Dean/ESL Teacher	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	381	Total Number of ELLs	110	ELLs as Share of Total Student Population (%)	28.87%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. During the registration process, newly admitted students who speak a language other than English at home are referred to Ms. Mark and administered the Home Language Identification Survey (HLIS). One of our Guidance Counselors, Ms. Guzman, is a Spanish native speaker and assists with the HLIS and oral interview to most of our incoming students. For families who speak French at home, Mr. Scofield will assist with the HLIS. If students meet the qualifications for LAB-R administration (ie, answer 'yes' to speaking a language other than English the requisite number of times on each section), Ms. Mark arranges to administer the LAB-R test. Ms. Mark administers the LAB-R exam, hand scores the results, and delivers the answer documents to Fordham Plaza. If students speak Spanish at home, Ms. Mark also assesses students' Spanish language skills on the Spanish LAB, administered with the help of Spanish faculty members. Ms. Mark notes the results and delivers the test documents to Fordham Plaza. Students are placed in the appropriate classes within ten days of registration.

Newly admitted students who transfer from another NYC public school already have HLIS and LAB-R data on file. For these students, Ms. Mark checks their records on ATS and assigns them to classes for the appropriate level of ESL instruction within ten days of registration.

2. At the beginning of the year, an ESL orientation was held to inform parents of their rights and program choices. ESL teachers organized and ran the parent orientation. Parents viewed the ESL orientation video as well as a powerpoint presentation explaining the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents were provided with all of these materials in their native languages (based on the native language identified in the HLIS). Afterwards, parents completed their program selection forms, and confirmation letters were mailed home.

For parents who were unable to attend the ESL orientation, a makeup session was held during the fall Parent-Teacher Conferences. Once again, the ESL orientation video, powerpoint, and program choices were presented in parents' native languages.

Follow up letters and documents have been mailed to parents who were unable to attend both events. Copies of the letters and documents are also available for parents any time they visit the school's main office.

Students and parents who enroll after the orientation dates will be provided with the orientation materials at registration. In this way, parents are informed of the three program choices, select their preferred program, students are placed appropriately and parents receive a confirmation letter within 10 days of enrollment.

3. After the ESL Orientation, entitlement letters, parent surveys and program selection forms were mailed home for parents to complete. Parents should send their responses to the school with their students. Follow up calls have been made for parents who have not yet submitted their parent surveys and program selection forms.

4. Based on the parents' recommendations, students are placed in either Transitional Bilingual Education or Freestanding ESL classes. When available (20 or more students on a grade speak the same home language), students exhibiting lower English proficiency skills are placed in a Transitional Bilingual Education program with first language support in academic content areas. With parental approval, students then transition into Freestanding ESL classes as their English proficiency improves.

5. The school collects and retains the number of parent requests for each of the three programs available. Based on the last two years, parents generally choose Freestanding ESL classes because they believe students will learn English more rapidly in an all-English instructional environment. However, this year teachers have explained to parents of students in the ninth grade - where a Transitional Bilingual Education program is offered - that first language instruction will support English acquisition and augment students' understanding of academic content. In this case, parents of our Beginner level ELL students have agreed and selected Transitional Bilingual Education as the best option available. Students tend to pursue Freestanding ESL classes as their English proficiency level increases, to prepare themselves for the English academic reading and writing tasks necessary for graduation.

6. As the school welcomes more and more Beginner level ELL students, we are making every effort to increase our Bilingual staff and Transitional Bilingual Education program offerings. Because of increased mid-year enrollment of Beginner ELLs in 2009-2010, we are offering a Transitional Bilingual Education program to support these students and incoming ninth graders with lower English proficiency. As such, we have been making every effort to hire Spanish-speaking staff and teachers. We now have two Spanish-speaking guidance

counselors, a Spanish-speaking dean, a Spanish language teacher, and ESL teachers who are increasingly familiar with both the French and Spanish language and cognates (one teacher is currently pursuing a Bilingual extension). We have hired as many Bilingual teachers as possible given current staffing restrictions, and will continue to broaden our Bilingual teaching staff and program offerings in the future.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										1				1
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	2	1	1	5
Push-In										1	2	1	2	6
Total	0	0	0	0	0	0	0	0	0	3	4	2	3	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	25
SIFE	18	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	31

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	16	1	4	3	3	3	1	0	0	20
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	38	7	2	22	4	6	30	2	16	90

Total	54	8	6	25	7	9	31	2	16	110
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										18			2	20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	18	0	0	2	20								

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	24	16	22	75
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French										3	4		2	9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	3		1	5
TOTAL	0	0	0	0	0	0	0	0	0	17	31	17	25	90

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1a. At Bronx Expeditionary we use a combination of Self-Contained, Pull-Out, and Push-In (Co-Teaching) models to support our English Language Learners. Our developing Transitional Bilingual Program runs like a Self-Contained classroom, in which the same group of ninth grade students is together most of the day for English instruction and Spanish content area classes. Beginner and Intermediate ELLs in the upper grades receive English instruction in a Pull-Out setting, and content area instruction for all grades includes Push-In support with an ESL teacher.

1b. The developing Transitional Bilingual program travels as a block, but all other programs are scheduled as a combination of Heterogenous and Homogenous grouping (generally Homogenous for Pull-Out English instruction and Heterogenous for Push-In content area instruction).

2. Our current Transitional Bilingual Education students receive 540 minutes a week of ESL instruction, and well over 45 minutes a day of instruction in Spanish (45 minutes twice a week in Spanish language instruction, and 540 minutes a week of Global History taught in Spanish). Additionally, Algebra and Living Environment (540 minutes a week each) are taught alternately in Spanish and English. Our Freestanding ESL students receive the mandated numbers of instructional minutes appropriate to their proficiency levels, as outlined in the next response.

2a. Beginning level students receive 540 minutes a week of Pull-Out ESL instruction, and at least one other daily content area class is supported by a Push-In ESL teacher. Most Intermediate students at Bronx Expeditionary receive the same amount of mandated minutes as a Beginner - with 540 minutes a week of Pull-Out ESL instruction, and at least one other daily content area class supported by a Push-In ESL teacher. The only exception is Intermediates the 12th grade - in which students are grouped specifically to accommodate students' Regents and credit needs - these students receive at least the mandated 360 minutes of ESL instruction weekly through a combination of Push-In and Pull-Out ESL support. Advanced ELL students are programmed into ELA classes for more than or equal to 180 minutes a week, and receive an additional 180 minutes of ESL instruction through Pull-Out ESL Tutoring classes or Push-In ESL support in content area classes. All ELL students at Bronx Expeditionary receive native language support, either through Spanish language classes or ESL Tutoring with a French native speaker.

3. Our developing Transitional Bilingual Education program is the only model to deliver content area instruction exclusively in the students' first language. In this model, students learn Global History in Spanish, and Living Environment and Algebra in English with Spanish support. All other content area classes for ELLs at Bronx Expeditionary are taught in English, but with the co-planning and instructional support of Push-In ESL teachers. ESL and content area teachers co-plan lessons to include graphic organizers, content area literacy strategies, knowledge of cognates, scaffolded writing exercises, and other methods to provide comprehensible input in all subjects.

4. Bronx Expeditionary makes every effort to service all ELLs, within the constraints of a small school and teaching staff.

4a. When necessary, SIFE students are offered multi-grade programs to make up any skills or credits missed through interrupted formal education.

4b. When space allows, newcomer ELLs are placed into Transitional Bilingual Education to begin ESL instruction while maintaining content area knowledge in the native language. Newcomer ELLs are grouped Homogenously at first to allow for both intensive targeted instruction, and to allow time for students to adjust to the school setting. When available, special summer school classes are run for newcomer ELLs to help support ESL instruction before the school year begins; alternately, summer school programs after the ninth grade facilitates language learning and skills review as students progress to the upper grades. Regarding testing, Newcomer ELLs are introduced to standardized testing procedures within the first year through the LAB-R, Spanish LAB (if applicable), and NYSESLAT preparatory exercises. Because

Newcomer ELLs may never have been exposed to standardized testing, teachers in these classes take extra care to explain and practice testing procedures.

4c. Students who have received ESL instruction from 4-6 years have generally reached proficiency in one or more of the language modalities (Listening, Speaking, Reading or Writing), but need targeted instruction to achieve full proficiency. Teachers review these students' NYSESLAT results to identify specific areas of need, and program and plan instruction to accommodate the students' continued progress.

4d. Teachers continue to assess specific language needs for Long Term ELLs. Generally, these are upper-class students who have completed their required credits but struggle with the Regents exams, specifically those in ELA and History. Students are offered targeted instruction in academic reading and writing, as well as content area literacy and test preparation strategies to tackle the Regents exams.

4e. Because of our strong co-teaching program at Bronx Expeditionary, ELL students and students with special needs receive co-taught instruction in about 60% of their classes. For students who have both LEP and special needs, the school programmer reviews their IEPs and NYSESLAT results and consults with teachers to determine the combination of instruction that will best benefit each individual student. In general, the programs and modifications outlined in the IEP inform students' placements, but every effort is made to accommodate both mandated ESL/ELA/NLA instruction along with Self-Contained, Intensive Co-Teaching, and Special Education Teacher Support Services.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

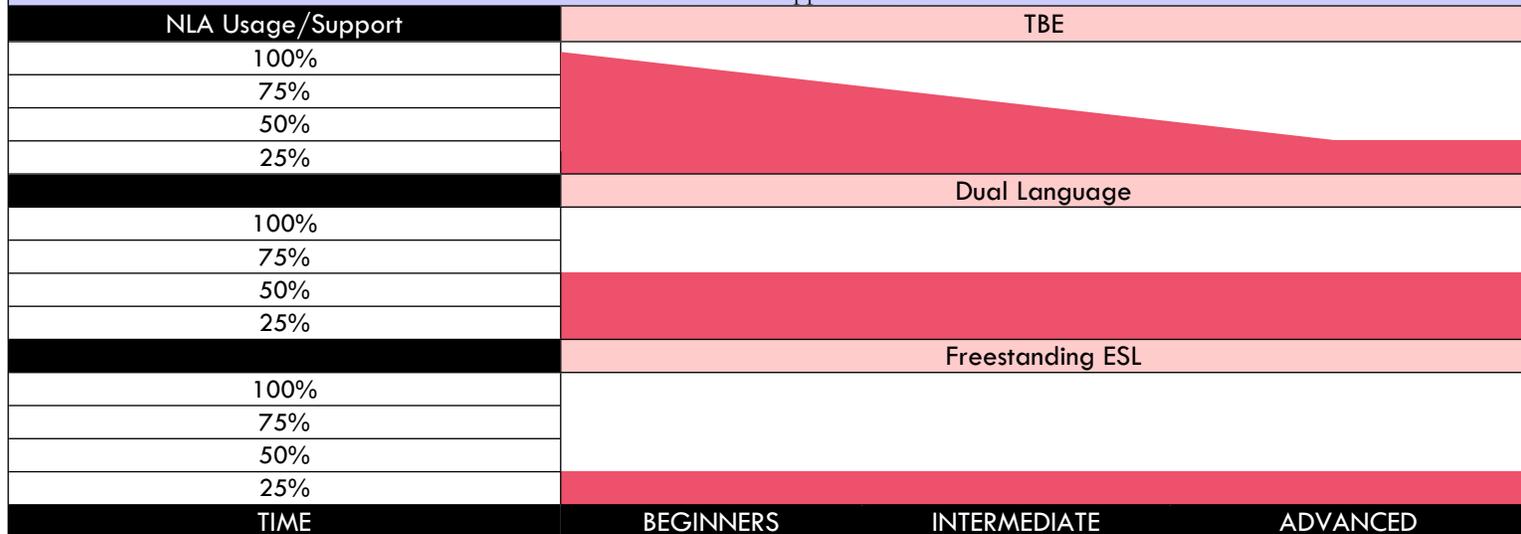
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

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

5. Bronx Expeditionary offers Tutoring classes in ELA, math, and other content areas to all students three days a week. ELLs participate fully in these Tutoring classes; a few of which are specifically targeted for ESL instruction. These courses are taught in English, with the exception of a Bilingual Global History Tutoring which is part of our developing Transitional Bilingual Education program.

6. Students who have received proficiency on the NYSESLAT may continue to receive Pull-Out or Push-In ESL instruction, and continue to receive their extended time modifications on standardized tests.

7. As discussed above, Bronx Expeditionary will make continued efforts to increase the number of Bilingual teaching staff and Bilingual programs offered.

8. None

9. ELLs are encouraged to participate fully in school life at Bronx Expeditionary. At this time, no supplemental services (other than ESL summer school) are available for students; we encourage them to learn and socialize fully with General Education students.

10. As in all classes at Bronx Expeditionary, ELLs are supported through the use of Smartboards, ELMO overhead projectors, class laptop carts, and fieldwork/experts as part of our Outward Bound partnership. ELLs are provided with additional instructional supports, including the Milestones textbook series and Rosetta Stone computerized language program.

11. All ELL students at Bronx Expeditionary receive native language support, either through Spanish language instruction or English tutoring with a French native speaker.

12. Yes.

13. When available, ESL summer school programs are offered to incoming ELLs. Students who enroll have a chance to begin or review their language skills, meet ESL faculty, and form social and academic relationships with their peers.

14. At this time, Spanish is the only native/foreign language offering at Bronx Expeditionary.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All staff, including ESL pedagogues, receive professional development sessions provided by Gold-Mansour on five full days this year. Gold-Mansour also offers 15-day cycles of coaching for content area teachers and co-teachers (in this case, ESL providers). Finally, the school's regular professional development plan (delivered weekly on Tuesday afternoons) focuses on Danielson's framework for effective teaching, and individual goal/improvement plans based on this rubric. Teachers meet weekly with the ESL coach to reflect on their performance and set goals for the future.

2. Incoming 9th grade ELLs are offered the chance to participate in an ESL Summer Bridge program.
3. See response 1.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement has been traditionally low school-wide, but we are making every effort to support and include ELL parents specifically. This year we hope to improve and increase our interactions with ELL parents through the efforts of our Bilingual Parent Coordinator, strong and caring Bilingual office staff, and our growing Bilingual teaching staff. Our Bilingual office staff and Guidance Counselors make daily phone calls home to students who miss class, in order to encourage regular attendance. Our Bilingual Parent Coordinator co-chairs the school's PTA, which elected several ELL parents as officers this year. All letters and invitations home to parents include translated copies of the information in our students' native languages (when possible). Lastly, we are working to increase our outreach through Student-Led Conferences and extra-curricular celebrations. Our Director of College Advising hosts sessions about college planning and financial aid, our teachers plan cultural celebrations, our Principal and Guidance staff host a monthly Parents Breakfast, and our school is increasing our number of school assemblies and community meetings - events for which parents are warmly welcomed!

2. BELHS has a partnership with NYC Outward Bound, that supports the school's experiential educational philosophy. In addition, BELHS has recently partnered with Good Shepherd services to increase attendance and support parental involvement. Good Shepherd consists of a Bilingual school-based staff and offered a parent workshop at the beginning of the school year.
3. Our PTA coordinator stays in touch with the needs and ideas of parents. In addition, the school administers a parent survey every year. Parents are encouraged to complete the online survey in the school building, so that Bilingual office staff can facilitate with any questions.
4. All PTA meetings involve a question and answer section for parents to address their questions. The school is also looking for new events to encourage parent involvement. For example, BELHS has begun to hold a monthly Principal's Breakfast to support its partnership with parents. As of January, 2011, BELHS has celebrated three Principal's Breakfasts with increasing parental participation in general, and increasing ELL parental participation as well!

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										17	7	4	7	35
Intermediate(I)										12	18	11	21	62
Advanced (A)										5	3	2	3	13
Total	0	0	0	0	0	0	0	0	0	34	28	17	31	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										11	0	0	1
	I										2	8	3	4
	A										3	6	2	5
	P										8	9	5	8
READING/ WRITING	B										14	4	1	3
	I										7	17	7	12
	A										3	2	2	3
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	26		6	
Math				
Math	43		24	
Biology	0	0	0	0
Chemistry				
Earth Science	1		1	
Living Environment	14		6	
Physics	0	0	0	0
Global History and Geography	16		9	
US History and Government	7		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. ESL teachers use the Village Academy Leveled Assessments to assess the reading levels (Fountas and Pinnell) of incoming and returning ELLs. This information helps teachers assign comprehensible texts and monitor students' reading progress throughout the years.
2. The majority of ESL students in each grade (excluding the 9th grade Transitional Bilingual Education program) are on the intermediate proficiency level, followed by beginners and advanced students. This is the trend across the school - Most ELLs are intermediates, followed by beginners and advanced proficiency students.
3. In general, students' Listening/Speaking proficiency levels are much higher than their Reading/Writing skills. For this reason, and for the increased rigor of academic expectations and testing on the upper grades, listening and speaking exercises are limited to Beginner classes and lower grades (with the exception of NYSESLAT familiarity and preparation materials). The school offers more and more academic reading and writing support as students progress through the grades, especially for students with intermediate or advanced proficiency. The 11th and 12th grades offer the most targeted academic reading and writing instruction to help students pass Regents and accumulate the credits necessary for graduation.
- 4a. In general, most students prefer to take Regents exams in English, as that is the language of instruction for all Freestanding ESL classes. However, when students have access to Bilingual reading texts or tutoring, some prefer to look at the exams in both languages and respond in Spanish. Lower proficiency level ELLs who use this native language support often perform better than other ELLs at a similar proficiency level who take the exam in English only. With the incorporation of our 9th grade Transitional Bilingual Education program, the school will be monitoring students' performance on content area assessments and record the testing and passing rates of these students who take exams in English and Spanish.
- 4b. Last year the school administered one round of ELL Periodic Assessments, and was unsatisfied with the testing results and online analyses. We found that the computer reports were extremely difficult to decipher, and did not align with our students' performance on other assessments. The ESL department is still debating whether to administer ELL Periodic Assessments in 2010-2011.
- 4c. N/A (see above)

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		