



KURT HAHN EXPEDITIONARY LEARNING SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: KURT HAHN EXPEDITIONARY LEARNING SCHOOL
ADDRESS: 5800 TILDEN AVENUE
TELEPHONE: 718-629-1204
FAX: 718-629-1076

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331800011569 **SCHOOL NAME:** Kurt Hahn Expeditionary Learning School

SCHOOL ADDRESS: 5800 TILDEN AVENUE, BROOKLYN, NY, 11203

SCHOOL TELEPHONE: 718-629-1204 **FAX:** 718-629-1076

SCHOOL CONTACT PERSON: MATT BROWN **EMAIL ADDRESS:** MBrown93@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ade Oluo

PRINCIPAL: MATT BROWN

UFT CHAPTER LEADER: Eric Mendelson

PARENTS' ASSOCIATION PRESIDENT: Ms. Avis Roberts Gayle

STUDENT REPRESENTATIVE:
(Required for high schools) Sotonye Douglas

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: EMILY SHARROCK/Wladimir Pierre

SUPERINTENDENT: AIME HOROWITZ

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
MATT BROWN	Principal	Electronic Signature Approved.

* 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 Kurt Hahn Expeditionary Learning School is a 9-12 school working in partnership with **New York City Outward Bound** and **Expeditionary Learning Schools** to arm students with the **knowledge, skills and character** necessary to serve as informed, thoughtful and courageous **civic leaders** in their own communities and beyond.

Students at the Kurt Hahn School enroll in a challenging, standards-based curriculum that readies them for graduation from 4-year colleges. Our school emphasizes the interdisciplinary, in-depth study of compelling topics that develop students' abilities to solve problems creatively and think critically. It also provides numerous out-of-school experiences through which students acquire the tools necessary to become life-long learners.

The Kurt Hahn Expeditionary Learning School is a learning community where all students:

- Engage in rigorous **college-preparatory academic courses** that not only prepare them to pass Regents exams but generate real-world products such as oral histories of East Flatbush and policy proposals for government.
- Participate in a 5-day **outdoor adventure course**.
- Grow daily through a for-credit advisory and leadership course, called **crew**, with only 12-15 students per teacher.
- Take part in frequent out-of-school learning—**fieldwork**—that supports academic coursework and career interests.
- Display and discuss academic work in regular **student learning conferences**.
- Engage with community issues and public officials, both in school and out, to build **civic leadership skills**.
- Enjoy 4- to 5-day **intensives** twice a year that provide **extra academic support** and **enrichment opportunities** in individual areas of interest such as photography or architecture.

Currently, the school enrolls 306 students in grades 9-12. The school works closely with several partners, such as the founding partners Expeditionary Learning and New York City Outward Bound, as well as the Urban Arts Partnership, Opening Act, Health Corps, New York Cares, and Brooklyn College

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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:		Kurt Hahn Expeditionary Learning School								
District:		18	DBN #:		18K569	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88.4	88.1	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			72.6	83.33	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			60	65.2	73.9	
Grade 8		0	0	0						
Grade 9		70	55	80	Students in Temporary Housing - Total Number:					
Grade 10		0	85	80	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	64			3	7	TBD	
Grade 12		0	0	0						
Ungraded		0	0	1	Recent Immigrants - Total Number:					
Total		70	140	225	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	2	3	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	1	1	Principal Suspensions		30	35	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	6	22	Superintendent Suspensions		5	4	TBD	
Number all others		5	6	3						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	10	12	23	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	7	10	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	3	3	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	42.9	40	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	71	80	TBD
American Indian or Alaska Native	1.4	0.7	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	92.6	TBD
Black or African American	81.4	89.3	87.1				
Hispanic or Latino	15.7	8.6	8				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	1.3				
White	1.4	1.4	1.3				
Multi-racial							
Male	61.4	59.3	63.1				
Female	38.6	40.7	36.9				
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 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 checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:			
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				√	√		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				√	√		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	√
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	1	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

□

Successes	Challenges	Evidence	Factors that must be addressed to ensure continuous improvement
Increase average completion Rate for Remaining Regent by over 10% from past year, with stronger Weighted Pass Rates in Global History (by 0.16), and Math (by 0.7).	Translating this success into even larger gains in all courses for ALL students and greater Regents passing rates as we still have overall passing rates for Regents exams that are much too low. We see a trend that in exams that demand a great deal of writing but little/no content (ELA) our passing rates are significantly higher (.10 last year) than those of our	Progress Report Periodic Assessments	Greater regents alignment in project based learning curricula. Strong interim assessment program. Continue work on differentiation training, CTT and AIS for teachers to meet needs of all students as well a programmed support.

	content heavy exams (SS). We need to seek ways to incorporate both stronger writing instruction in our content area classes as well as more common strategies across the school.		
Commitment to school vision and key model components such as advisory (called Crew), Adventure Week, Student Led Conferences, and Explore Week	Quality of student work produced through participation in these components varies widely and is often not “work of passion and consequence.”	Strong results on Academic Expectations, communication and Engagement in Learning Environment Survey, attendance by families at student led conferences student feedback, Expedition Learning Schools Implementation Review	Continued professional development of staff; greater emphasis on staff to staff training in key elements of model, maintaining commitment to professional development and staff meetings times to focus on instructional and programmatic issues as opposed to operational.
	Credit Accumulation for all students fell by 6% in 1st year, 10% in 2nd. Credit Accumulation for lowers quartile students and 3rd year at the bottom of peer group.	School Progress Report, ARIS	<p>Teacher training in standards based grading and new tracking system (IMPACT)</p> <p>Outreach towards most struggling students and families through parent coordinator, guidance counselor and crew teacher.</p> <p>Greater opportunity for credit recovering and accumulation through more creative programming.</p> <p>More targeted focus on literacy skills, which are often cited as cause for student failure, in all classes as aligned with Common Core Standards.</p>
Strong staff culture of hard work and respect with focus on student achievement, staff report high	Maintaining this culture as we grow and add new staff, ensuring that leadership is distributed and staff skills as professional	Staff retention rate internal staff surveys, Learning Environment Survey	<p>Leadership training for senior staff.</p> <p>Ensuring meeting time in master program for departments.</p> <p>Clear goals and objectives for teams, keeping topics on student achievement.</p>

satisfaction for 2 nd year in a row and staff retention is 95%).	learning communities are enhanced. A barrier to this is our small size, which leaves little funding for providing release time for teachers to take on large leadership roles.		
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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.

Annual Goal	Short Description
<input type="checkbox"/> Goal 1: To increase student academic achievement as measured by passing rates in core academic classes to 80% with 30% of students achieving honors or above by July 2010.	<input type="checkbox"/> <i>This is a repeat goal. We made small but not steady progress towards this goal in 2009 and are recommitting to it in 2010 with an action plan that has been modified as a result of lesson learned from last year's progress, and struggles, around this goal.</i>
<input type="checkbox"/> To address recurring student literacy needs school wide on two fronts: a. The ability for students to write analytically and b. To increase student content vocabulary in core academic classes, in line with Quality Review Indicators 2.1 and 2.2. This will result in increases in passing scores on all three exams by at least 7% by July 2011	<input type="checkbox"/> One of our goals last year was focused on increasing Regents passing rates school wide, in which we had mixed results. Where we did not achieve our goal – in the global, earth science, and living environment exams – it became clear that students were struggling with moving from 2s on the essay writing to 3s, 4s and 5s due to an inability to write analytically (global) and in low multiple choice scores that were directly related to lower than necessary student vocabulary levels. School wide attention to these problems will take the form of uniform literacy targets focusing on Common Core Writing Standard 1 and increased direct vocabulary instruction.
<input type="checkbox"/> To significantly increase the rigor and coherence of curricula across the school in line with Quality Review Indicators 1.1 and 5.1 that will result in an increase in the percentage of students earning 10 or more credits by 5% for 1st year, 10% for second year, and 10% for 3rd year by July 2011.	<input type="checkbox"/> This will be accomplished and measured through the targeted use of grade level essential questions, formation of grade teams to augment existing department teams, instituting grade and department curricular review process, consistent use of documentation panels. The coherence and rigor of grade level curricula will be guiding questions in the inquiry team approach of each grade team.
<input type="checkbox"/> To strengthen our periodic assessment work across each department with a focus on reflection, reteaching and support systems for students as a consequence of the results, in line with Quality Review Indicators 3.1 and 3.2. This will increase the	<input type="checkbox"/> <i>We vigorously pursued a program of DYO interim assessments in 4 core departments and school wide (using the learning environment survey as our guide). We found great success in creating the systems for collecting this data, but little change in instructional practice as a result. This year, we will focus our efforts on students who are consistently failing these assessments and through increased staff support in</i>

<p><i>percentage of the number of students in our lowest quartile who earn 10 or more credits by 10% in each grade level by July 2011.</i></p>	<p><i>classrooms, differentiated teaching, and more pull out services.</i></p>
<p><i>☐ To improve the fundamental capacity for the school to establish and sustain a transparent, collaborative system for measuring progress and evaluating these systems, in line with Quality Review Indicators 5.2 and 5.3. Through strengthening this system we expect to see increases in population of teachers attending bi monthly instructional cabinet meetings by 200% and the number of department and grade level meetings by 100%.</i></p>	<p><i>☐ As a fourth year school, we are seeking more concrete roles for emerging teacher leaders (grade level and department leaders) and structured places for them to integrate within the instructional cabinet and decision making role of the school leadership team.</i></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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<input type="checkbox"/> Goal 1: To increase student academic achievement as measured by passing rates in core academic classes to 80% with 30% of students achieving honors or above by July 2010.								
<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>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>To increase student academic achievement as measured by passing rates in core academic classes to 80% with 30% of students achieving honors or above by July 2010</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Action Plan</th> <th style="padding: 5px;">October</th> <th style="padding: 5px;">February</th> <th style="padding: 5px;">June</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Principal and instructional coaches lead staff in examination of previous year's pass rates in all core subjects during August pre school week to analyze past performance and create department action plans and SMART goals.</td> <td style="width: 50px; height: 40px;"></td> <td style="width: 50px; height: 40px;"></td> <td style="width: 50px; height: 40px;"></td> </tr> </tbody> </table> </div>	Action Plan	October	February	June	Principal and instructional coaches lead staff in examination of previous year's pass rates in all core subjects during August pre school week to analyze past performance and create department action plans and SMART goals.			
Action Plan	October	February	June						
Principal and instructional coaches lead staff in examination of previous year's pass rates in all core subjects during August pre school week to analyze past performance and create department action plans and SMART goals.									

	<p>Principal and Instructional guide provide staff training in best practices for formative and summative assessment (2 areas indefinite by school leadership and staff as necessary to achieve school wide goal) to drive instruction and improve student academic achievement.</p> <p>Provide multi-session in house professional development cycle.</p> <p>Create opportunities for off site training on formative assessment</p>			
	<p>Principal and data specialist invest in technical support for faster identification of students who are struggling to meet academic standards and learning targets for every class.</p> <p>Provide IMPACT web based grading accounts for every teacher.</p> <p>Provide all families with log ins for grading program.</p> <p>Create school wide assessment policy that reports student progress according to learning standards and targets, not simply assignments.</p>			
	<p>Principal creates AIS support schedule which provides staff support available to teachers throughout the day.</p> <p>Teaching staff utilize non course teaching, non teaming time for instructional staff as support time – whereby staff are sent into classrooms/provide pull out targeted instructional support for students who are not meeting learning targets.</p>			
	<p>Use of Intensive Academic Intervention Weeks (Explore Weeks) 2 times a year to provide extra time for students to work on standards and learning target driven assignments.</p> <p>Additional after school tutoring will be programmed</p>			

	<table border="1"> <tr> <td data-bbox="722 136 1436 212">for in all subject areas to provide further support to all students as budget allows.</td> <td data-bbox="1440 136 1572 212"></td> <td data-bbox="1577 136 1759 212"></td> <td data-bbox="1764 136 1919 212"></td> </tr> <tr> <td colspan="4" data-bbox="722 215 1919 342"></td> </tr> </table>	for in all subject areas to provide further support to all students as budget allows.							
for in all subject areas to provide further support to all students as budget allows.									
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <ul style="list-style-type: none"> • Title 1 funds for Assessment Support Work with New York City Outward Bound and Expeditionary Learning • Title 1 funds and FSF support in house instructional coaching in Assessment. • Scheduling of courses to allow 3 credit bearing opportunities a year (Trimester System) as well as push in/pull out AIS within teaching schedule. 								
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>IMPACT supported data to monitor student progress in meeting learning target and standards in “real time”, including individual and class progress towards individual learning targets as well as pre and post test data.</p> <p>Course passing rates. Weekly PD curriculum. Teacher Logs of student support provided during AIS periods.</p>								

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To address recurring student literacy needs school wide on two fronts: a. The ability for students to write analytically and b. To increase student content vocabulary in core academic classes, in line with Quality Review Indicators 2.1 and 2.2. This will result in increases in passing scores on all three exams by at least 7% by July 2011
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<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><input type="checkbox"/></p> <table border="1"> <thead> <tr> <th data-bbox="730 175 1480 212">Action Plan</th> <th data-bbox="1480 175 1619 212">October</th> <th data-bbox="1619 175 1768 212">February</th> <th data-bbox="1768 175 1944 212">June</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 212 1480 380">Principal work closely with instructional coaches and targeted staff to formulate grade level targets for literacy and school wide approach to vocabulary instruction (drawing from work of Marazano et al.)</td> <td data-bbox="1480 212 1619 380"></td> <td data-bbox="1619 212 1768 380"></td> <td data-bbox="1768 212 1944 380"></td> </tr> <tr> <td data-bbox="730 380 1480 483">Principal ensures staff gain understanding of both approaches and incorporate into curriculum maps during August 2010 planning sessions.</td> <td data-bbox="1480 380 1619 483"></td> <td data-bbox="1619 380 1768 483"></td> <td data-bbox="1768 380 1944 483"></td> </tr> <tr> <td data-bbox="730 483 1480 651">Principal works with EL instructional coaches, grade level team and department leaders to create observation and assessment tools the support teacher implementation of literacy/vocabulary strategies, with</td> <td data-bbox="1480 483 1619 651"></td> <td data-bbox="1619 483 1768 651"></td> <td data-bbox="1768 483 1944 651"></td> </tr> <tr> <td data-bbox="730 651 1480 857">Teachers ensure that all course plans have literacy and vocabulary learning targets learning experiences for input into IMPACT as well as differentiated responses for when students need extra support and extra staff are present (2x week AIS).</td> <td data-bbox="1480 651 1619 857"></td> <td data-bbox="1619 651 1768 857"></td> <td data-bbox="1768 651 1944 857"></td> </tr> <tr> <td data-bbox="730 857 1480 961">Increased time (tutoring after school review courses) for students who need extra help preparing for Regents courses.</td> <td data-bbox="1480 857 1619 961"></td> <td data-bbox="1619 857 1768 961"></td> <td data-bbox="1768 857 1944 961"></td> </tr> <tr> <td data-bbox="730 961 1480 1094">Principal and guidance counselor ensure that course schedules are designed to create AIS time in humanities and science courses at minimum twice a week.</td> <td data-bbox="1480 961 1619 1094"></td> <td data-bbox="1619 961 1768 1094"></td> <td data-bbox="1768 961 1944 1094"></td> </tr> </tbody> </table>	Action Plan	October	February	June	Principal work closely with instructional coaches and targeted staff to formulate grade level targets for literacy and school wide approach to vocabulary instruction (drawing from work of Marazano et al.)				Principal ensures staff gain understanding of both approaches and incorporate into curriculum maps during August 2010 planning sessions.				Principal works with EL instructional coaches, grade level team and department leaders to create observation and assessment tools the support teacher implementation of literacy/vocabulary strategies, with				Teachers ensure that all course plans have literacy and vocabulary learning targets learning experiences for input into IMPACT as well as differentiated responses for when students need extra support and extra staff are present (2x week AIS).				Increased time (tutoring after school review courses) for students who need extra help preparing for Regents courses.				Principal and guidance counselor ensure that course schedules are designed to create AIS time in humanities and science courses at minimum twice a week.			
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	Per session for staff who teach extra review courses.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> 6 week interim assessment results in all classes. Progress as measured by course passing results. Mock Regents passing rates administered 4-6 weeks in advance of Regents exams.

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To significantly increase the rigor and coherence of curricula across the school in line with Quality Review Indicators 1.1 and 5.1 that will result in an increase in the percentage of students earning 10 or more credits by 5% for 1st year, 10% for second year, and 10% for 3rd year by July 2011.																							
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Curricular Review Each Trimester planning for each teacher 2. Impact mid trimester reports. 3. HSST course passing rates.

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To strengthen our periodic assessment work across each department with a focus on reflection, reteaching and support systems for students as a consequence of the results, in line with Quality Review Indicators 3.1 and 3.2. This will increase the percentage of the number of students in our lowest quartile who earn 10 or more credits by 10% in each grade level by July 2011.</p>															
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	<p>School data specialist trains dept and grade team representatives in system for scoring and returning interim assessment data to department teams within 24 hours of exam administration.</p> <p>Department Lead Teachers implement data reviews in weekly common planning and protocol driven structures to analyzing groups of students as well as individual student achievement data, with inquiry focus on the lowest quartile of students.</p> <p>Teachers ensure that all course plans have learning target, interim assessment, and regents alignment, devote time to reteaching and extension after interims are administered. Also, ensure that AIS periods are planned for with dedicated time for small group instruction to lowest quartile.</p> <p>Increased time after school review courses for students who need extra help preparing for Regents courses.</p> <p>Principal and guidance counselor ensure that tutoring schedules are responsive to individual student needs as demonstrated by periodic assessment results.</p>			
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Instructional coach indentified with expertise in differentiation and periodic assessment (through CFN) Staff trained in administration and analysis of periodic assessment through onsite and off site PD with Expeditionary Learning Staff programmed and scheduled to allow for AIS time as part of teaching schedule 2x a week minimum. Data specialist and department liasons provided relief time to prepare and perfect interim assessment logistical issues.</p> <p>Per session for staff who teach extra review courses.</p>			

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> 6 week interim assessment results in all classes, <i>with particular attention to progress of lowest quartile.</i> Progress as measured by course passing results, <i>with particular attention to progress of lowest quartile.</i> . Mock Regents passing rates administered 4-6 weeks in advance of Regents exams.
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To improve the fundamental capacity for the school to establish and sustain a transparent, collaborative system for measuring progress and evaluating these systems, in line with Quality Review Indicators 5.2 and 5.3. <i>Through strengthening this system we expect to see increases in population of teachers attending bi monthly instructional cabinet meetings by 200% and the number of department and grade level meetings by 100%.</i>																								
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Daily staff memos Attendance at morning circles PD agendas and department meeting agendas.</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	30	30	30	30	5		8	
10	20	20	15	25	7		6	
11	17	20	23	15	10		8	
12	13	15	16	15	7		4	

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. 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:	<input type="checkbox"/> <ul style="list-style-type: none"> • Wilson Reading Program for most lowest level readers • Push IN/Pull out AIS in 25 minute blocks during ELA class with ELA teacher • Intensive remediation week twice a year at end of trimester to provide academic support in advance of course closing. • All occur during the school day. • After school small group tutoring
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> • Push IN/Pull out AIS in 25 minute blocks during Math class with Math teacher • Intensive remediation week twice a year at end of trimester to provide academic support in advance of course closing. • All occur during the school day. • After school small group tutoring
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • Push IN/Pull out AIS in 25 minute blocks during Science class with Science teacher • Intensive remediation week twice a year at end of trimester to provide academic support in advance of course closing. • All occur during the school day. • After school small group tutoring
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • Push IN/Pull out AIS in 25 minute blocks during social studies class with social studies teacher • Intensive remediation week twice a year at end of trimester to provide academic support in advance of course closing. • All occur during the school day. • After school small group tutoring

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> One on one crisis counseling <input type="checkbox"/> One on one academic planning <input type="checkbox"/> Small group academic and social emotional guidance
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> None
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> One on one crisis counseling <input type="checkbox"/> One on one academic planning <input type="checkbox"/> Small group academic and social emotional guidance
At-risk Health-related Services:	<input type="checkbox"/> None

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **QPOL 154** by the manner 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.

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

Currently, our school has one licensed ESL teacher for the 30 ELL students spread through beginner, intermediate and advanced levels. She directs direct instruction of humanities and science to the beginning and intermediate students 5 days a week for a total of 650 minutes a day as well as push in services twice a week for 120 minutes and small group support for 60 minutes a week for the advanced. The language of instruction is all these services is English. In collaboration with the other schools in the building we also provide Saturday Academies for 4 hours each week available to ELL students of all levels.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for ~~the purpose of meeting Title III funding allocations for the current school year (2010-2011)~~ to provide the following:
 - 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 I below for Regents exams, co taught with content area teachers and the West Virginia Math Initiative. We have revised our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding) will be detailed in Section II 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 program narrative is described in Section I and II below.

Section I. Student and School Information.

3. Materials support. We will invest in a range of digital and text material that is more accessible to ELLs and aligned with their content area classes, in particular Social Studies and Science.
Grade Level(s)
9-12

Professional Development Program

Number of Students to be Served:
 - 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.
LEP 32
Non-LEP 30

Number of Teachers 4
 As mentioned in number 2 above, our school will build a stronger program that ensures that the best practices of our ESL teacher (where other staff (Specify) guidance counselor students are making significant language proficiency progress) are being disseminated to the staff at large. The most limiting factor in the past has been time – we have not been able to provide teachers with the time and support for addressing these needs during the current school schedule.

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

Thus, we will use Title 3 funds to provide dedicated time where our ESL teacher can train a select group of team leaders/members in strong ESL practices. This will combine with the efforts of the group providing after school support as well as the new digital resource for generating more leveled reading and visual content for students. These 3 initiatives will provide explicit professional development to teachers, application of these in a supplemental service setting with direct support from the ESL teacher, and dissemination in the study group with the materials support to see that lessons learned are more effectively implemented in the classroom.

Section III. Title III Budget

School: Kurt Hahn Expeditionary Learning School
BEDS Code: 331800011569

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	9,000.00	<input type="checkbox"/> This provides per session expenditures for the following: 1. Teacher participation in the LEP study group 2. Teacher participation in after school LEP targeted tutoring sessions 3. Teacher participation in training sessions for digital content
Purchased services - High quality staff and curriculum development contracts	none	<input type="checkbox"/> none
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1,000.00	<input type="checkbox"/> This will provide funding for the purchase of a wide array of ELL appropriate content specific text and resources, such as: 1. History Alive materials for global studies. 2. ELL materials from the Heinle publishers for content area teachers.

Educational Software (Object Code 199)	5,000.00	<input type="checkbox"/> This will provide funding for the purchase of digital media content and reproducibles including but not limited to: Rosetta Stone and Achieve 3000. This digital content will both support the work of the ESL teacher with ELLs in ESL classes as well as be designated to provided scaffolded guided and independent work for ESL students in content area classes.
Travel	none	<input type="checkbox"/> none
Other	none	<input type="checkbox"/> none
TOTAL	0	

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.

As a small school, we are able to interview all families when they enroll and as such gather information about their home language as soon as they arrive. What we have learned so far is that over 90% of our families speak English in the home, with Haitian Creole and Spanish spoken in less than 10% of our families homes.

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 need to translate written communication into Spanish and Haitian Creole for several families. We need to provide interpreters for school events (such as student led conferences) which we are able to provide in-house when it comes to Spanish and are able to rely on staff from adjacent schools in the building for Creole. Staff are all aware of these needs and resources and are reminded, in writing, of the need to translate before such events.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services in Spanish are provided in-house by staff. Haitian Creole is provided by adjacent school staff.

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.

Oral translation services in Spanish and Creole are provided in-house by staff.

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>.

Our pupil personnel/school secretary has records all home languages for students and their families and the home language survey is completed during their intake interview. When documents are needed for families that are non English speaking, our secretary works with our ESL teacher to submit them to the Translation and Interpretation Office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	182157	93376	275533
2. Enter the anticipated 1% set-aside for Parent Involvement:	2756		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9108	*	
4. Enter the anticipated 10% set-aside for Professional Development:	18216	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 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.

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

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

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

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

Our school parent involvement policy focuses on improving communication systems and making parents feel welcome. We recognize that many parents are unable to come into our school. We want parents to feel like informed members of our school community even if they can't be here with us. Parents should feel that the school is open to their ideas and input and feel open to bring us ideas.

Therefore, the Kurt Hahn Expedition Learning School agrees to implement the following communications procedures:

1. Webster calendar with newsletter/bulletin (including monthly awards; student writing and sharing of progress).
2. Email list consistently updated and weekly/biweekly messages sent home.
3. Online grading program, called IMPACT - which gives real time feedback to students and families about student progress in courses according to standards.
4. Student Led Conferences - three times a year, the school will provide structured opportunities for families to learn about their child's progress through a conference that their child leads. Parents will be provided with suggested questions, follow up information and detailed data about their students' progress.
5. Automated phone system integrated with our CAAS attendance system which will log lateness, absence, and possibly uniform compliance. Ultimately, this will also be integrated with IMPACT.
6. Better translation of key documents and parent mailings.
7. Meetings to explain key programs such as these for ELLS.

8. New meeting times - p.m and during day for student led conferences.
9. Saturday workshops for family literacy and college admissions.
10. Surveys and results sharing.

We also hope to include parent/student social events to support parents in connecting to their students, such as:

Parent volunteers to accompany Explore Week trips, Adventure Week if possible and be part of Academic Support Intensive for struggling students.

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

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

The Kurt Hahn Expeditionary Learning School-Parent Compact

Commitment to Excellence Form

Teacher's Commitment:

We fully commit to the Kurt Hahn Expeditionary Learning School in the following ways:

- Arrive on time and prepared to teach.
- We will always teach in the best way we know how and we will do whatever it takes for our students to learn.

- We will always make ourselves available to students, parents, and any concerns they might have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.

Please sign here

Parent's /Guardians' Commitment:

We fully commit to the Kurt Hahn Expeditionary Learning School in the following ways:

- Ø We will make sure our child arrives at the Kurt Hahn School every day by 8:00 a.m. for breakfast.
- Ø We will ensure that our child attends after/before school tutoring and/or Summer School if recommended.
- Ø We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her email the teacher if there is a problem with the homework, and try to read with him/her every night.
- Ø We will always make ourselves available to our children, the school, and any concerns they might have.
- Ø This also means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us.
- Ø We will make sure our child follows the Kurt Hahn School dress code.
- Ø We understand that our child must follow the Kurt Hahn School and Tilden Campus rules as to protect the safety, interests, rights of all individuals in the classroom.
- Ø We, not the school, are responsible for the behavior and actions of our child.
- Ø We understand that cell phones/pagers/beepers/mp3/ipods are not allowed in public schools and if my child has said object it will be confiscated.

Please sign here

Student's Commitment

I fully commit to the Kurt Hahn Expeditionary Learning School in the following ways:

- Ø I will arrive at Kurt Hahn every day by 8:00 a.m. for breakfast.
- Ø I will always work, think and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete my homework every night, I will email my teachers if I have a problem with homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- Ø I will always make myself available to teachers, and address any concerns they might have.
- Ø If I make a mistake, I will tell the truth to my teachers and accept responsibility for my actions.
- Ø I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will also strive to uphold the school's **5 Commitments**.

- Ø I will follow the Kurt Hahn School dress code.
- Ø I am responsible for my own behavior, and I will follow the teachers' directions.
- Ø I may not bring cell phones/pagers/beepers/MP3 players/Ipods or candy/soda into the school building. If I choose to break this rule, said items will be confiscated.

Failure to adhere to these commitments can cause me to lose various Kurt Hahn School privileges and can lead to disciplinary actions.

Please sign here

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.

□

Successes	Challenges	Evidence	Factors that must be addressed to ensure continuous improvement
Increase average completion Rate for Remaining Regent by over 10% from past year, with stronger Weighted Pass Rates in Global History (by 0.16), and Math (by 0.7).	Translating this success into even larger gains in all courses for ALL students and greater Regents passing rates as we still have overall passing rates for Regents exams that are much too low.	Progress Report	Greater regents alignment in project based learning curricula. Strong interim assessment program. Continue work on differentiation training, CTT and AIS for teachers to meet needs of all students as well a programmed support.
Commitment to school vision and key model components such as advisory (called Crew),	Quality of student work produced through participation in these components varies widely	Strong results on Academic Expectations, communication and	Continued professional development of staff; greater emphasis on staff to staff training in key elements of model, maintaining commitment to professional development and staff meetings times to focus on

Adventure Week, Student Led Conferences, and Explore Week	and is often not “work of passion and consequence.”	Engagement in Learning Environment Survey, attendance by families at student led conferences student feedback, Expedition Learning Schools Implementation Review	instructional and programmatic issues as opposed to operational.
	Credit Accumulation for all students fell by 6% in 1st year, 10% in 2nd. Credit Accumulation for lowers quartile students and 3rd year at the bottom of peer group.	School Progress Report, ARIS	<p>Teacher training in standards based grading and new tracking system (IMPACT)</p> <p>Outreach towards most struggling students and families through parent coordinator, guidance counselor and crew teacher.</p> <p>Greater opportunity for credit recovering and accumulation through more creative programming.</p> <p>More targeted focus on literacy skills, which are often cited as cause for student failure, in all classes as aligned with Common Core Standards.</p>
Strong staff culture of hard work and respect with focus on student achievement, staff report high satisfaction for 2 nd year in a row and staff retention remains 100%.	Maintaining this culture as we grow and add new staff, ensuring that leadership is distributed and staff skills as professional learning communities are enhanced.	Staff retention rate (100% for 2 nd year in a row); internal staff surveys, Learning Environment Survey	<p>Leadership training for senior staff.</p> <p>Ensuring meeting time in master program for departments.</p> <p>Clear goals and objectives for teams, keeping topics on student achievement.</p>

2. Schoolwide reform strategies that:

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

We partner with, and use a majority of our School Wide Program Title 1 funding to support reform strategies from Expeditionary Learning Schools.

Kurt Hahn is based on the nationally-recognized Expeditionary Learning school model which has its roots in Outward Bound's educational principles and practices. There is a growing body of research and evidence that sustained implementation of the Expeditionary Learning model has a powerful impact on student achievement, particularly with those students who need it the most. In 2007-2008, schools implementing the Expeditionary Learning model outperformed their districts in reading proficiency by 9.3% and in math by 3.6%. Free/Reduced Lunch Students outperformed their district peers in math by 9.3%, Black and Hispanic students outperformed their district peers in reading by 15.1%, and students receiving special education services outperformed their peers in math by 8%.

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.

- Provides extended academic advisory time with additional tutoring support both after school and during academic intervention services, push in and pull out.

- o Help provide an enriched and accelerated curriculum.

- Summer and weekly planning meetings are held under the guidance of experienced Expeditionary Learning coaches.
- Off site PD that provides examples and training for inquiry driven project based curriculum aligned to state standards.
- Membership in a national network that provides support and training for curriculum mapping.

- o Meet the educational needs of historically underserved populations.

- In 2007-2008, schools implementing the Expeditionary Learning model outperformed their districts in reading proficiency by 9.3% and in math by 3.6%. Free/Reduced Lunch Students outperformed their district peers in math by 9.3%, Black and Hispanic students outperformed their district peers in reading by 15.1%, and students receiving special education services outperformed their peers in math by 8%.

- 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.

- Provide funding for "Adventure Week", a goal setting program run by Outward Bound which provides training for all 9th grade students in setting realistic and exciting personal goals.
- Provide funding for Explore Weeks, which provide all students opportunities to pursue courses and careers of interest during the school year.

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

n/a

3. Instruction by highly qualified staff.

All staff are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Weekly professional development from 1-2 highly experienced Expeditionary Learning Instructional coaches.
- Quarterly off site PD and teacher networking events with other staff from EL schools.
- Full slate of summer PD offering.

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

- EL hosts teacher recruitment events annually to benefit our school.

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

EL provides a task force that looks carefully at and reports out on family capacity to support student college readiness and literacy skills. These reports are shared and implemented in schools across the network.

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.

Provides funding and development for online formative/summative assessment program and for teacher training/parent training in how to use.

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.

The Impact program will be a key support here. It will be used as an early warning system to teachers, crew advisors, and administrators to monitor student progress and give early warning for those students and groups of students who are not mastering key standards. AIS support and crew schedules can be adjusted to respond quickly to student who need additional assistance. Before and after school tutoring initiatives are also meant to react to this data and students will be recruited/mandated to participate based on their IMPACT progress. Additionally, Academic support intensives at the conclusion of the trimesters will provide support and intervention for struggling students who will be assigned to extra credit recovery courses.

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.

State programs which support counseling for at-risk students, local programs which provide mentoring and academic advisement to younger students, school based programs that provide violence prevention counseling and training, after school activities and goal setting programs (digital media lab, rock climbing, college now, choir, healthy eating, wellness and meditation). These are all coordinated and supported by our Title 1 funds.

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program
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					activity has been described in this plan.		
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			153,012	True	2,3,4
Title I, Part A (Basic)	Federal	Yes			92,442	True	1,2,3
Title II	Federal			N/A	N/A		N/A
Title III	Federal		No		15,000	True	4
Title IV	Federal			N/A	N/A		N/A
IDEA	Federal	Yes			111,271	True	1,2,3,4
Tax Levy	Local	Yes			1,784,893	True	1,2,3,4

¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

n/a

2. Ensure that planning for students served under this program is incorporated into existing school planning.

n/a

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

n/a

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

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB / SED STATUS: In good standing **SURR PHASE / GROUP (IF APPLICABLE):** n/a

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. n/a
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. n/a

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.

n/a

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

n/a

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.

n/a

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
4
2. Please describe the services you are planning to provide to the STH population. We have 2 social workers and one guidance counselor who meet bi weekly to discuss crisis students and STH. We have a pupil personell secretary who serves as the primary point of contact for these families. We provide extended day opportunities for them fpr both academic support and enrichment as well as teacher academic advisors.

Part B:

Part B - For Non-Title I Schools

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

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

n/a

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

n/a

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_18K569_110110-144207.doc



5800 Tilden Avenue Brooklyn NY 11203 Phone: (718)629-1204 www.kurthahnschool.org
Principal: Matt Brown

Language Allocation Policy

ELL Identification Process:

1. If a student is entering our school from a NYC DOE Middle/Intermediate School, Ms. Kruse, our ESL/ELL coordinator teacher reviews their LAB scores from the prior semester. She then recommends placement, to Ms. Alexander, Guidance Counselor based upon these result. If a student from a non-NYC DOE school is sent to our school by Office of High School Placement, the family is interviewed in English by Ms. Alexander, Guidance Counselor, and Ms. Blitzer, the Pupil Personnel Secretary. The family is also asked to complete the Home Language Identification Survey. Based on their level of English competency, as well as responses to the HLIS, the student is referred to Ms. Kruse, ESL/ELL Teacher, for further evaluation and testing. She then recommends placement, to Ms. Alexander, Guidance Counselor based upon these result. All ESL/ELL students are evaluated annually using the NYS English as a Second Language Achievement Test (NYSESLAT). These results determine the students' for the upcoming school year.
2. At the initial interview, the student and his/her family are informed about our school's Free Standing ESL classes. If a student's program has to be modified due to testing results, the family is notified.
3. Entitlement letters, Parent Surveys and Program Selection forms are distributed by Ms. Kruse, the ESL/ELL teacher, in the students'/families' native languages.
4. At this time we only offer Free Standing ESL classes. Families are notified at time of placement through staff members that are fluent in the students' native language. HLIS forms are available in variety of home languages upon parents' request.

Programming and Scheduling Information

Instruction is delivered to ELL students both in freestanding, self contained ESL classes and (Jes, what do we call your combined class?). Students are grouped both heterogeneously as well as homogeneously. Beginning and Intermediate students are groups heterogeneously in the morning classes, with beginning students receiving additional homogeneous instruction in the afternoon. Advanced students are taught heterogeneously in ESL/ELA courses with an ESL certified teacher.

We are a small school with a small (but growing) population of ELLs and at this time have only 1 certified ESL teacher. To accommodate the extra instructional needs of our beginner and intermediate ELL students, we have created an additional (paid) class for her during the afternoon teaching block into our tutoring time for these students. This class runs longer than our traditional school day which enables us to meet the required number of instructional minutes. Students are also provided with additional tutoring (beyond the mandated minutes with their ESL teacher during a pre school option, a Saturday school specifically designed for SIFE students in collaboration with another campus school, and additional content tutoring time with their content area teachers after school 3 days a week.

We provide differentiated instruction in all classes, with ELL students given content area tasks related to the general curriculum with language supports – picture dictionaries, increased use of visual aides and computer based instruction, and pairing with non ELL students. As a project based learning and portfolio school, we provide a variety of ways to assess student learning that can support English language development. Multi media projects, student led conferences, podcasting that demands both content engagement and repetition to be able to complete – these are some of the differentiated instructional approaches that are used.

Kurt Hahn tracks all students progress on a computer based system (Teacher Ease), which is linked to course standards and provides real time evidence of student progress in all courses according to these standards. This allows the school administration and ESL coordinator to track the performance of ELL students in all courses. When this data indicates that ELL students need more support, we provide additional instructional time during our “workshop” period as well as extended AIS in all content areas. We assign Saturday school to beginning and intermediate ELLs as well as before school informal tutoring with content area teachers. We collaborate with another school on the campus to provide summer school courses in all content areas.

For the upcoming school year we will look at increasing our use of successful computer based programming – Achieve 3000 – to supplement beginning and intermediate ESL instructional resources. Depending on budget, we hope to add staff resources to our ESL department as well as more developed AIS specifically for beginning ELLs and SIFE students to add to the Saturday programs. All ELLs participate in all facets of our school life, from after school clubs and sports to student led conferences and our 5 day Outward Bound course adventure week.

I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion.

Kurt Hahn

We provide native language support through bilingual staffing for students in Spanish and French. We are still developing native language support for our Creole speaking students, though we utilize other campus staff for supporting students who need it. Due to our small size, we are currently only able to offer Spanish as an elective to all students.

Before the beginning of the school year, we hold orientation programs for newly enrolled students in which we provide translation and interpretation of the range of services and activities our school offers.

Professional Development and Support for School Staff

We have ongoing professional development support for staff on issues of differentiation and making content accessible to ELLs in our weekly pd meetings. We have 2 staff members who have completed the 5 day basic QTEL training and 2 staff who have attended 3 day ELL specific training with our partner group, Expeditionary Learning Schools.

For specific 7.5 ELL training for all staff, we worked on the following:

- The selective use of word walls to support ELLs.
- Differentiation for ELLs and struggling readers.
- The workshop model and ELLs.
- The use of technology to support ELLs in the classroom.

Parental Involvement

We have periods of very high parental involvement. 3 times a year we host student led conferences, a 30 minute learning conference run by each student for a panel of their families and peers. We enjoy over 70% attendance by parents and families of ELLs at these conferences. However, we are still working on increasing attendance by all parents, as well as the parents of ELLs, during other parent activities. We have planned workshops for all families on issues of gang awareness, college planning, etc but have not had as high a rate of attendance for ELLs as we would like. We have partnered with 18 Mai in reaching out to our Creole speaking families as well as other local Haitian American organizations and congregations. We evaluate the needs of the parents based on school surveys (given at each of the 3 student led conferences) and through the work of our parent coordinator, who holds open office hours for all families several times a month. Our parental involvement activities therefore address the needs of the parents through their own requests, often informed by these surveys or by their responses to our online grading systems and school website, which give insider information about the school.

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Kurt Hahn Expeditionary Learning School					
District:	18	DBN:	18K569	School		331800011569

DEMOGRAPHICS

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

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		88.4	88.1	85.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	55	80	79				
Grade 10	85	80	96				
Grade 11	0	64	60				
Grade 12	0	0	71				
Ungraded	0	1	0				
Total	140	225	306				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	72.6	83.3	88.0

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	60.0	73.9	78.4

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	3	7	6

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	7	2	3

Special Education				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
# in Self-Contained Classes	1	1	0	Principal Suspensions	30	35	34
# in Collaborative Team Teaching (CTT) Classes	6	22	38	Superintendent Suspensions	5	4	5
Number all others	6	3	2				

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	12	23	TBD	Number of Teachers	7	10	16
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals	3	3	3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	0

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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
	1	2	43	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	43.8
				% more than 5 years teaching anywhere	42.9	40.0	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	80.0	93.8
American Indian or Alaska Native	0.7	0.4	2.6	% core classes taught by "highly qualified" teachers	100.0	92.6	84.9
Black or African American	89.3	87.1	88.2				
Hispanic or Latino	8.6	8.0	7.2				
Asian or Native Hawaiian/Other Pacific	0.0	1.3	0.3				
White	1.4	1.3	1.3				
Male	59.3	63.1	64.1				
Female	40.7	36.9	35.9				

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:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	v
Math:	v
Science:	Graduation 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

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All Students					v	v		
Ethnicity								
American Indian or Alaska Native					-	-		
Black or African American					v	v		
Hispanic or Latino					-	-		
Asian or Native Hawaiian/Other Pacific Islander					-	-		
White					-	-		
Multiracial					-	-		
Students with Disabilities					-	-		
Limited English Proficient					-	-		
Economically Disadvantaged					v	v		
Student groups making					3	3		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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**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 type here	District 18	School Number 569	School Name Kurt Hahn School
Principal Matt Brown		Assistant Principal	
Coach type here		Coach type here	
Teacher/Subject Area Jessica Kruse/ ESL		Guidance Counselor Adeola Alexander	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Eric Waterman	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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

C. School Demographics

Total Number of Students in School	309	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	9.71%
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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.

99

1. If a student is entering our school from a NYC DOE Middle/Intermediate School, Ms. Kruse, our ESL/ELL coordinator teacher reviews their LAB scores from the prior semester. She then recommends placement, to Ms. Alexander, Guidance Counselor based upon these result. If a student from a non-NYC DOE school is sent to our school by Office of High School Placement, the family is interviewed in English by Ms. Alexander, Guidance Counselor, and Ms. Blitzer, the Pupil Personnel Secretary. The family is also asked to complete the Home Language Identification Survey. Based on their level of English competency, as well as responses to the HLIS, the student is referred to Ms. Kruse, ESL/ELL Teacher, for further evaluation and testing. She then recommends placement, to Ms. Alexander, Guidance Counselor based upon these result. All ESL/ELL students are evaluated annually using the NYS English as a Second Language Achievement Test (NYSESLAT). These results determine the students' for the upcoming school year.
2. At the initial interview, the student and his/her family are informed about our school's Free Standing ESL classes. If a student's program has to be modified due to testing results, the family is notified.
3. Entitlement letters, Parent Surveys and Program Selection forms are mailed to students' homes by Ms. Kruse, the ELL teacher, in the students'/families' native languages.
4. At this time we only offer Free Standing ESL classes because we do not have twenty families in two consectutive classes that have asked for bilingual classes. Families are notified of student's class assignment at time of placement through staff members that are fluent in the students' native language.
5. Over the past few years two of the families have asked for a bilinugal program. All other families have asked for ESL programs.
6. Yes, our ESL programs are what the families have asked for us to provide for their students.

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>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										2	2	1		5
Push-In														0
Total	0	0	0	0	0	0	0	0	0	2	2	1	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	2
SIFE	8	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	2

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										0
Dual Language										0
ESL	10	3		20	13		2			32
Total	10	3	0	20	13	0	2	0	0	32

Number of ELLs in a TBE program who are in alternate placement:

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														0
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													

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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
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										4	1			5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										9	4	3	5	21
French										1	3	2		6
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other														0
TOTAL	0	14	8	5	5	32								

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.

Instruction is delivered to ELL students both in freestanding, self contained ESL classes and push-in support classes. Students are grouped both heterogeneously as well as homogeneously. Beginning and Intermediate students are groups heterogeneously in the morning classes, with beginning students receiving additional homogeneous instruction in their global studies classes. Advanced students are taught heterogeneously in ESL/ELA courses with an ESL certified teacher.

We are a small school with a small (but growing) population of ELLs and at this time have one certified ESL teacher. The classes runs longer than our traditional classes, which enables us to meet the required number of instructional minutes. Students are also provided with additional tutoring (beyond the mandated minutes with their ESL teacher during a pre school option, a Saturday school specifically designed for SIFE students in collaboration with another campus school, and additional content tutoring time with their content area teachers after school 3 days a week.

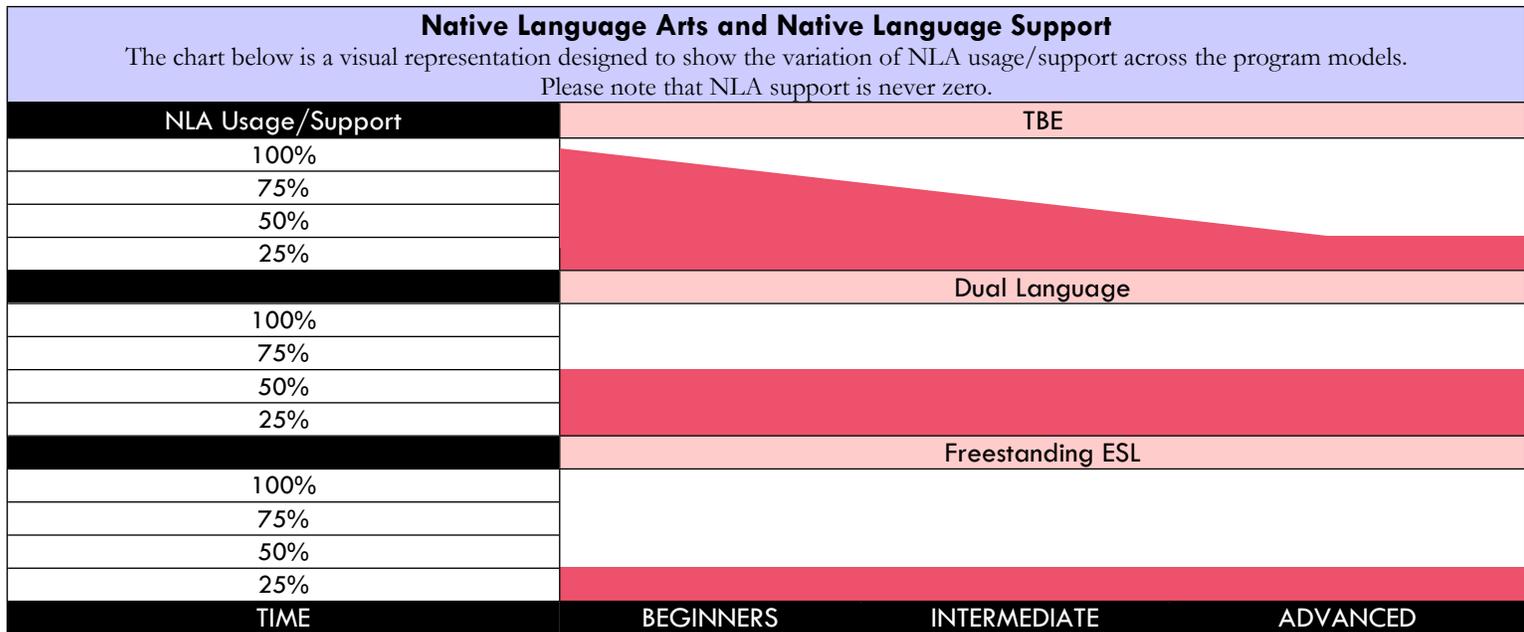
We provide differentiated instruction in all classes, with ELL students given content area tasks related to the general curriculum with language supports – picture dictionaries, increased use of visual aides and computer based instruction, and pairing with non ELL students. As a project based learning and portfolio school, we provide a variety of ways to assess student learning that can support English language development. Multi media projects, student led conferences, podcasting that demands both content engagement and repetition to be able to complete – these are some of the differentiated instructional approaches that are used.

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



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?

Kurt Hahn tracks all students progress on a computer based system (Teacher Ease), which is linked to course standards and provides real time evidence of student progress in all courses according to these standards. This allows the school administration and ESL coordinator to track the performance of ELL students in all courses. When this data indicates that ELL students need more support, we provide additional instructional time during our "workshop" period as well as extended AIS in all content areas. We assign Saturday school to beginning and intermediate ELLs as well as before school informal tutoring with content area teachers. We collaborate with another school on the campus to provide summer school courses in all content areas.

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We provide native language support through bilingual staffing for students in Spanish and French. We are still developing native language support for our Creole speaking students, though we utilize other campus staff for supporting students who need it. Due to our small size, we are currently only able to offer Spanish as an elective to all students.

Before the beginning of the school year, we hold orientation programs for newly enrolled students in which we provide translation and interpretation of the range of services and activities our school offers.

Spanish elective classes are offered to ESL students.

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)?

N/A

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.

We have ongoing professional development support for staff on issues of differentiation and making content accessible to ELLs in our weekly pd meetings. We have 2 staff members who have completed the 5 day basic QTEL training and 2 staff who have attended 3 day ELL specific training with our partner group, Expeditionary Learning Schools.

For specific 7.5 ELL training for all staff, we worked on the following:

- The selective use of word walls to support ELLs.
- Differentiation for ELLs and struggling readers.
- The workshop model and ELLs.
- The use of technology to support ELLs in the classroom.

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?

Parental Involvement

We have periods of very high parental involvement. 3 times a year we host student led conferences, a 30 minute learning conference run by each student for a panel of their families and peers. We enjoy over 70% attendance by parents and families of ELLs at these conferences. However, we are still working on increasing attendance by all parents, as well as the parents of ELLs, during other parent activities. We have planned workshops for all families on issues of gang awareness, college planning, etc but have not had as high a rate of attendance for ELLs as we would like. We have partnered with 18 Mai in reaching out to our Creole speaking families as well as other local Haitian American organizations and congregations. We evaluate the needs of the parents based on school surveys (given at each of the 3 student led conferences) and through the work of our parent coordinator, who holds open office hours for all families several times a month. Our parental involvement activities therefore address the needs of the parents through their own requests, often informed by these surveys or by their responses to our online grading systems and school website, which give insider information about the school.

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)										4	5		1	10
Intermediate(I)										1	9	4		14
Advanced (A)											1	2	3	6
Total	0	0	0	0	0	0	0	0	0	5	15	6	4	30

NYSESLAT Modality Analysis

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

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	3		2	
Math <u>IA</u>	22		7	
Math <u>Geometry</u>	3		2	
Biology				
Chemistry				
Earth Science	5		3	
Living Environment	15		3	
Physics				
Global History and Geography	8		4	
US History and Government	3		1	
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								

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.

Our school uses a computer-based reading comprehension test and writing assessments at the beginning of the school year in order to correctly assess the level of each student. Our school also uses the Megawords program and students are given a spelling test when they are programmed for intermediate or advanced ESL classes.

We are a four year school and most of our ESL students come to us as a beginner. Most of our 9th graders ESL students are beginners and by the time they reach 11th or 12th grade most of our ESL students pass the NYSESLAT exam.

Students that do not pass the NYSESLAT have demonstrated beginner level in the writing and reading parts of the exam. All of students in intermediate and advanced level has passed the speaking part of the NYSESLAT exam.

Our ESL program is evaluated by the passing rates of the NYSESLAT and regents exams.

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.

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		