



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE KURT HANN EXPEDITIONARY LEARNING SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 18K569

**PRINCIPAL:** MATT BROWN      **EMAIL:** MBROWN93@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** AIMEE HOROWITZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Matt Brown	*Principal or Designee	
Christine Blain	*UFT Chapter Leader or Designee	
Iza Cedeno Canada	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Khadijah Best	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Davrin Faison Sr	Member/SLT Chair	
Chris Brown	Member/SLT Secretary	
Georgia Graham	Member/parent	
Shanice Stephens	Member/student	
Adeola Alexander	Member/Guidance Counselor	
	Member/	
	Member/	



## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- By June 2012, students will demonstrate improvement in writing and critical thinking skills through engagement with higher order, college readiness tasks aligned with Common Core Writing Standard 1 and achieving increases of 5% on the school wide passing rates of the ELA, US History, and Global Studies exams.

### **Comprehensive needs assessment**

Internally, using HSST and ARIS, we have calculated our Regents passing rates for these exam as follows overall from 2010-2011

1. ELA 60%.
2. US History 60%.
3. Global Studies 40%.

We know that we still have a significant number of students in the 11<sup>th</sup> and 12<sup>th</sup> grades who have to repeat exams in order to graduate, with the highest number (approximately 60), having to do so in Global Studies. We also know that feedback we are getting from Alumni and from our College Readiness Rate (9.0%) that many of our students are not prepared to pass out of remedial work at CUNY.

### **Instructional strategies/activities**

Every trimester, student work will culminate in a task aligned with CCWS1. These tasks will be designed in consultation with the our Expeditionary Learning Instructional Guide and Coach who will ensure that tasks have appropriate scaffolding, alignment to state standards, accessibility and rigor. Student work products in relation to these tasks will be demonstrated thrice yearly towards the end of each trimester as part of student led conferences in November, March and May.

The principal and instructional guide will support staff training for design and implementation of these tasks through August PD (both extra, paid for by school and pre school days mandated by NYCDOE). Ongoing support will be provided by Wednesday PD sessions that focus on writing of CCWS1 tasks and weekly department and grade team meetings use of looking at student work protocols.

During these weekly meetings, teachers will receive peer feedback on both their lesson design and the student work demonstrated in response to these lessons. This feedback will be aligned with Danielson framework domain – Designing Coherent Instruction.

Feedback from teachers on the effectiveness of these activities will be provided to school leadership through both surveys (given every 6-8 weeks) and through monthly meetings between the principal and team leaders. Additionally, team leaders will receive coaching support from Expeditionary Learning school designer and Instructional Guide on how to support teacher efforts to design and integrate CCWS1.

Additional support will be provided for students who have demonstrated need in 30 minute, 4 times a week Seminars. These Seminars will be small group settings (10:1) that give students extra time and instruction on the writing and content skills needed to reach our goals.

**Strategies to increase parental involvement**

- Thrice yearly, toward the conclusion of each trimester, students will present their portfolio of finished work from their academic classes. These presentations, called student led conferences, will be 30 minutes in length and provide students an opportunity to demonstrate their progress in regards to CCWS1 and their respective tasks. Parents will be given rubrics to assess their child's presentation skills and content area mastery, as well as a prolonged opportunity to ask their child any questions about the material or their progress report or transcript.
- We will provide online access to student progress through Teacher Ease, so that parents have the ability to see their child's progress at any time. Teacher Ease will be organized so that families can see progress by learning targets and standards, not just topic or type of assessment.
- The school will utilize its robust web presence to provide video guides and updates for parents to learn about the expectations for their child in SLCs.
- Senior Expedition night which will highlight work of this caliber and engage families in better understanding of how we are working with this standard.
- Workshop for parents on what pieces of the current school life help their students get ready for college and how.
- Mobilizing Alumni in annual alumni day events to provide mentoring and encouragement to current students regarding preparing for college level work.
- Parent component of SLC projects as well as parent guide to preparing SLC precuts with their child.

**Strategies for attracting Highly Qualified Teachers (HQT)**

We work collaboratively with our lead partners, Expeditionary Learning and New York City Outward Bound, to attract and recruit high qualified teachers.

Expeditionary Learning hosts open houses for prospective teachers and screens and directs applicants to our school. Through Expeditionary Learning we provide:

- Summer Professional Development around the EL model, our Outward Bound Adventure Week, teaching writing and reading across the disciplines, building school and classroom culture, and assessment.
- Ongoing professional development opportunities to meet with teachers across the network to share ideas and best practices in literacy, differentiation, building school culture.
- Weekly PD of either 1 or 2 hours (alternates every week) to support teacher development towards these school goals around CCWS1, common practices and school culture, and addressing the needs of the lowest quartile.
- Weekly mentoring session for team leaders to support them in designing and facilitation team meetings that move the school towards these goals and teacher practice as well.
- Participation for the 2<sup>nd</sup> year in the Talent Management Pilot, which provides training and development around a clear rubric defined expectations for teaching.
- Through partnership with Expeditionary Learning, participation in Fund for Teachers and opportunities for teachers to receive grants and stipends for exploration and study in their content area.

**Service and program coordination**

City wide instructional expectations support this goal through professional development and funding for training for teachers on the Common Core standards.

**Budget and resources alignment:**

As a Title 1 SWP school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan from Sept 2011-2012 as indicated below:

- Summer professional development work will be provided for staff before the start of the school year through Title 1 and FSF allocations.
- Teacher Ease access provided by Title 1 allocations
- Seminar allocation from Small Group Instruction 37.5 minute contractual requirement.
- Achieve 3000 for lower literacy levels provided by Title III.
- Instructional Guide and Expeditionary Learning Coaches provided by FSF and Title 1

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- By June 2012, see an increase on key Learning Environment Indicators that demonstrating a strengthening school wide culture of respect as measured by percentage of agree/strongly agree responses to the following questions:
  1. Teachers: Order and discipline are maintained at my school (from 58% to 75%)
  2. Students: Students who get good grades at my school are respected by other students (68% to 80%)
  3. Students: Most students in my school treat teachers with respect (47% to 65%)
  4. Students: Most of the students in my school just look out for themselves. (decrease from 73% to 45%)

**Comprehensive needs assessment**

The 2010-2011 Learning Environment Survey demonstrated a significant decrease in student reported attitudes about school climate on several indicators. As noted above, key questions around safety and respectful attitudes of peers were rated low by students. Informal yet focused conversations with teachers and students over the spring and summer revealed that many believed school tone had weakened and that this was affecting the previously strong culture of the school. One of the root causes of this seemed to be a lack of consistent application of school and classroom practices as well as a sense of a lack of accountability for student misbehavior.

Perhaps most importantly was the lack of consistent monitoring and measuring of student and staff attitudes about school culture and conditions. The school was taking a summative, final exam every spring with the Learning Environment Survey without having taken any formative, interim assessments along the way to see current status and make possible adjustments.

**Instructional strategies/activities**

The school year will begin with a redefining of the school's common practices and staff training on how to implement these practices. The practices themselves will be derived from the research base of our lead partner, Expeditionary Learning. Team meetings and Weds PD at the start of the year will be dedicated to implementation of these common practices. Informal observations at the start of the year will focus on the 2 areas of the Danielson Rubric most aligned with this work – Creating a culture for learning and Managing student behavior.

Crew, the cultural engine of the school and the advisory structure, will enhance its curricular offerings to support stronger skill building for students around conflict resolution, respectful communication, and decision making. An additional team meeting for staff will be added to insure that crew curricula are normed across the grades and staff provide peer support in implementation.

Adventure Week – a culture building cornerstone for the 9<sup>th</sup> grade – will be planned for the fall with all 9<sup>th</sup> grade students and their advisors completing an Outward Bound course in the Catskills. Staff will be provided training in preparation for this in August and then follow up meetings in December on progress in integrating into their crews.

The school will plan to administer 4 formative learning environment surveys, in October, Dec, Feb and May (with the actual survey in March/April) to follow the key indicators listed in the goal and a select few others. These assessments will be examined by the school leadership cabinet and the staff during Weds PD sessions as well in crew/grade team meetings. Strengthening and recommitting to common practices, as well as adjusting focus of community meetings and crew curriculum, will be likely results as well.

**Strategies to increase parental involvement**

- The school will host a bridge program and orientation nights to introduce students and families to our unique school culture.
- The school will provide a “welcome back” celebration for students who attended the crew Adventure Week and provide video insight into this culture building ritual at Kurt Hahn for parents.
- The school will poll parents and share them the results of these polls and surveys at each SLC about their sense and direction for the school.
- Thrice yearly, toward the conclusion of each trimester, students will present their portfolio of finished work from their academic classes. These presentations, called student led conferences, will be 30 minutes in length and provide students an opportunity to demonstrate their progress in regards to CCWS1 and their respective tasks. Parents will be given rubrics to assess their child’s presentation skills and content area mastery, as well as a prolonged opportunity to ask their child any questions about the material or their progress report or transcript.
- We will provide on line access to student progress through Teacher Ease, so that parents have the ability to see their child’s progress at any time. Teacher Ease will be organized so that families can see progress by learning targets and standards, not just topic or type of assessment.
- We will plan and implement larger celebrations of academic and attendance awards at times more conducive to parent attendance, such as a celebratory breakfast each trimester for families of students who receive these awards.

**Strategies for attracting Highly Qualified Teachers (HQT)**

We work collaboratively with our lead partners, Expeditionary Learning and New York City Outward Bound, to attract and recruit highly qualified teachers. Expeditionary Learning hosts open houses for prospective teachers and screens and directs applicants to our school. Through Expeditionary Learning we provide:

- Summer Professional Development around the EL model, our Outward Bound Adventure Week, teaching writing and reading across the disciplines, building school and classroom culture, and assessment.
- Ongoing professional development opportunities to meet with teachers across the network to share ideas and best practices in literacy, differentiation, building school culture.
- Weekly PD of either 1 or 2 hours (alternates every week) to support teacher development towards these school goals around CCWS1, common practices and school culture, and addressing the needs of the lowest quartile.
- Weekly mentoring session for team leaders to support them in designing and facilitation team meetings that move the school towards these goals and teacher practice as well.
- Participation for the 2<sup>nd</sup> year in the Talent Management Pilot, which provides training and development around a clear rubric defined expectations for teaching.
- Through partnership with Expeditionary Learning, participation in Fund for Teachers and opportunities for teachers to receive grants and stipends for exploration and study in their content area.

**Service and program coordination**

Respect for All, Health Corps, Digital Media Program, MOCADA arts partnership, Opening Act Drama partnership –all lend towards addressing issues of school wide culture.

**Budget and resources alignment**

As a Title 1 SWP school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan from Sept 2011-2012 as indicated below:

- Pre school staff training on common practices and crew provided by Title 1, FSF and ARRA Citywide Instr Expectations
- Adventure week admission provided by FSF and Title 1
- Survey training and analysis provided by FST and Title 1
- Instructional Guide and Expeditionary Learning Coaches provided by FSF and Title 1

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

There will be an increase in the number of students in our school's lowest third who are earning 10 or more credits in each of the school's 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students as evidenced by

1. 1<sup>st</sup> year students in the lowest third moving from 73% to 77%.
2. 2<sup>nd</sup> year students in the lowest third moving from 35% to 50%.
3. 3<sup>rd</sup> year students in the lowest third moving from 35% to 45%.

#### **Comprehensive needs assessment**

Our last two progress reports have showed a consistent struggle to serve our lowest quartile students. While some gains were made according to the 2010-2011 report, particularly with our ability to move 1<sup>st</sup> year students in the lowest quartile, this is still an area of great need for us. Looking closely at the data behind these percentages, we see that many students are coming close to the 10 credit threshold but falling short by 1-4 credits. Other students are far from the 10 credit threshold due to attendance issues. While the latter is crucial, the former is the area that we are focusing our efforts on in regards to this CEP goal.

#### **Instructional strategies/activities**

We noticed that one of the key factors in improving our 1<sup>st</sup> year lowest third achievement percentage was that for the first time we had a significant number of these students in homogeneous groups, either in SETTS or reading classes, that specifically addressed a skill based area of need in a small group setting. Knowing that literacy and numeracy skills are a hurdle for a majority of our students (approximately 2/3<sup>rd</sup>s school wide scoring 1 or 2 on 8<sup>th</sup> grade ELA and Math scores), specific and targeted support in these areas is essential if we are going to see any significant improvement in core academic classes and credits.

As such, we have grouped 75% of our students in support/remediation Seminars during the school day, purposefully planned for mid morning. Our past experience tells us that putting such activities at the end of the day/after school sends the wrong message to students that this work is not as important or that it is optional. These Seminars are 10:1 student to teacher ratio and meet for 30 minutes 4 days a week. Instructional strategies in these courses revolve around improving students argumentative writing skills, reading for evidence, vocabulary acquisition, arithmetic, order of operations, and basic algebraic problem solving.

January Regents are a target assessment indicator as many of our students will be taking these tests in hopes of passing for the first time or raising scores. We will use this data to assess our work in moving the lowest quartile and do adjustment of student Seminars as well as instructional strategies based on those results.

Utilize crew rotations to ensure that students are logging onto teacher ease regularly with bi monthly trips to computer lab to look up teacher ease.

#### **Strategies to increase parental involvement**

- Parent coordinator will work, along with the attendance team, to reach out to truant families and work to bring them back into school as this population is a significant percentage of the lowest third.
- Thrice yearly, toward the conclusion of each trimester, students will present their portfolio of finished work from their academic classes. These presentations, called student led conferences, will be 30 minutes in length and provide students an opportunity to demonstrate their progress in regards to CCWS1 and their respective tasks. Parents will be given rubrics to assess their child's presentation skills and content area mastery, as well as a prolonged opportunity to ask their child any questions about the material or their progress report or transcript.
- We will provide on line access to student progress through Teacher Ease, so that parents have the ability to see their child's progress at any time. Teacher Ease will be organized so that families can see progress by learning targets and standards, not just topic or type of assessment.
- Larger celebration of academic and attendance awards, maybe a celebratory breakfast each trimester for families of students who receive these awards.

**Strategies for attracting Highly Qualified Teachers (HQT)**

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- Participation for the 2<sup>nd</sup> year in the Talent Management Pilot, which provides training and development around a clear rubric defined expectations for teaching.
- Through partnership with Expeditionary Learning, participation in Fund for Teachers and opportunities for teachers to receive grants and stipends for exploration and study in their content area.

**Service and program coordination**

Health Corps, Digital Media Program, MOCADA arts partnership, Opening Act Drama partnership –all lend towards addressing issues of encouraging student participation on academic and school life, attendance and seeing themselves as part of the school.

**Budget and resources alignment**

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## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- By August 2012, the school will make progress towards achieving the 80% graduation rate as evidenced by a 5% increase in graduation rate based on the school's Accountability and Overview Report.

### **Comprehensive needs assessment**

According to last year's progress report, our school had a 66.7% 4 year graduation rate. This is our first reported rate and clearly, while above the City average, it needs to increase. Some of the most significant barriers we have to overcome are already addressed here – strengthening school climate, challenging and supporting students to higher degrees of literacy and numeracy as defined by the common core, and paying close attention to the students who struggle the most.

### **Instructional strategies/activities**

Our efforts to increase the graduation rate, as it encompasses the previous 3 goals, also encompasses the instructional strategies listed in the previous goal. However, perhaps more than any, it also relies on the successful implementation of Seminar. The Seminar class is our largest initiative to address students with multiple Regents failures. By using those small group instructional classes to provide support for students who may have passed out of a class but have not yet passed the Regents, we are directly targeting the reason several of our 4<sup>th</sup> year students last year did not meet the requirements for graduation.

Having Alumni return to mentor students from their various colleges and careers also provides strong guidance for student in regards to graduation.

### **Strategies to increase parental involvement**

- The school will poll parents and share them the results of these polls and surveys at each SLC about their sense and direction for the school, particularly in regards to the career and college readiness of students.
- Thrice yearly, toward the conclusion of each trimester, students will present their portfolio of finished work from their academic classes. These presentations, called student led conferences, will be 30 minutes in length and provide students an opportunity to demonstrate their progress in regards to CCWS1 and their respective tasks. Parents will be given rubrics to assess their child's presentation skills and content area mastery, as well as a prolonged opportunity to ask their child any questions about the material or their progress report or transcript.
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- Weekly mentoring session for team leaders to support them in designing and facilitation team meetings that move the school towards these goals and teacher practice as well.

- Participation for the 2<sup>nd</sup> year in the Talent Management Pilot, which provides training and development around a clear rubric defined expectations for teaching.
- Through partnership with Expeditionary Learning, participation in Fund for Teachers and opportunities for teachers to receive grants and stipends for exploration and study in their content area.

**Service and program coordination**

Brooklyn College, Kingsborough College, Talent Search and Reserve College Mentoring partnership are all a part of pushing high school graduation and college readiness.

**Budget and resources alignment**

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- Summer professional development work will be provided for staff before the start of the school year through Title 1 and FSF allocations.
- Teacher Ease access provided by Title 1 allocations
- Seminar allocation from Small Group Instruction 37.5 minute contractual requirement
- Achieve 3000 for lower literacy levels provided by Title III.
- Instructional Guide and Expeditionary Learning Coaches provided by FSF and Title 1



**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	30	19	10	8	10		2	
<b>10</b>	22	21	20	6	8		7	
<b>11</b>	11	18	11	30	20		10	
<b>12</b>	18	23	7	10	16		7	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Wilson provided for 8 students in grades 9-12 in small group delivery during school day.</b></p> <p><b>Support with literacy development towards ELA regents and CCWS 1 proficiency in small group delivery 30 mins 4 days week during school day</b></p>
Mathematics	<p><b>Intensive small group tutoring around numeracy and algebra skills delivered 30 mins 4 days week during school day</b></p>
Science	<p><b>Intensive small group tutoring around scientific literacy based skills delivered 30 mins 4 days week during school day</b></p>
Social Studies	<p><b>Intensive small group tutoring around literacy skills delivered 30 mins 4 days week during school day.</b></p>
At-risk Services provided by the Guidance Counselor	<p><b>Individual counseling sessions by guidance counselor once a week during the school day or small groups during school day as mandated by IEP</b></p>
At-risk Services provided by the School Psychologist	<p><b>Individual counseling sessions by school psychologist once a week during the school day.</b></p>
At-risk Services provided by the Social Worker	<p><b>Individual counseling sessions by social worker once a week during school day</b></p>
At-risk Health-related Services	



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

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

- providing thrice yearly opportunities to have a 30 minute structured conversation with your child and his/her crew teacher where by he/she demonstrates their level of proficiency in academic and presentation tasks – our Student Led Conferences.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Family Day and thrice yearly Student Led Conferences where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting Student Led Conferences during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the 5 Commitments, the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>411/Mike Alcoff</b>	District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>569</b>
School Name <b>Kurt Hahn Expeditionary Learning School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Matt Brown</b>	Assistant Principal <b>type here</b>
Coach <b>Miles Doyle</b>	Coach <b>type here</b>
ESL Teacher <b>Jes Kruse</b>	Guidance Counselor <b>Adeola Alexander</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Eric Waterman</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Mike Alcoff</b>	Other <b>type here</b>

### C. 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	<b>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>292</b>	Total Number of ELLs		ELLs as share of total student population (%)	<b>0.00%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. If a student is entering our school from a NYC DOE Middle/Intermediate School, Ms. Kruse, our ESL/ELL coordinator teacher reviews their NYSESLAT scores from the prior semester. She then recommends placement, to Ms. Alexander, Guidance Counselor based upon these results. They are then placed in an ESL class within 10 days of being admitted to our school. 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. Parent Information sessions are scheduled by the ESL coordinator every three months and letters of entitlement are mailed.

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 consecutive 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 bilingual 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	1
SIFE	15	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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	20	11		2	2		3	3		25
<b>Total</b>	<b>20</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>25</b>

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

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

**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										3	2	1		6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											3	9	3	15
French										1	2	1		4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>3</b>	<b>25</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

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 as needed.

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. Additional computer based support is offered by Achieve 3000 and Rosetta Stone. 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.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

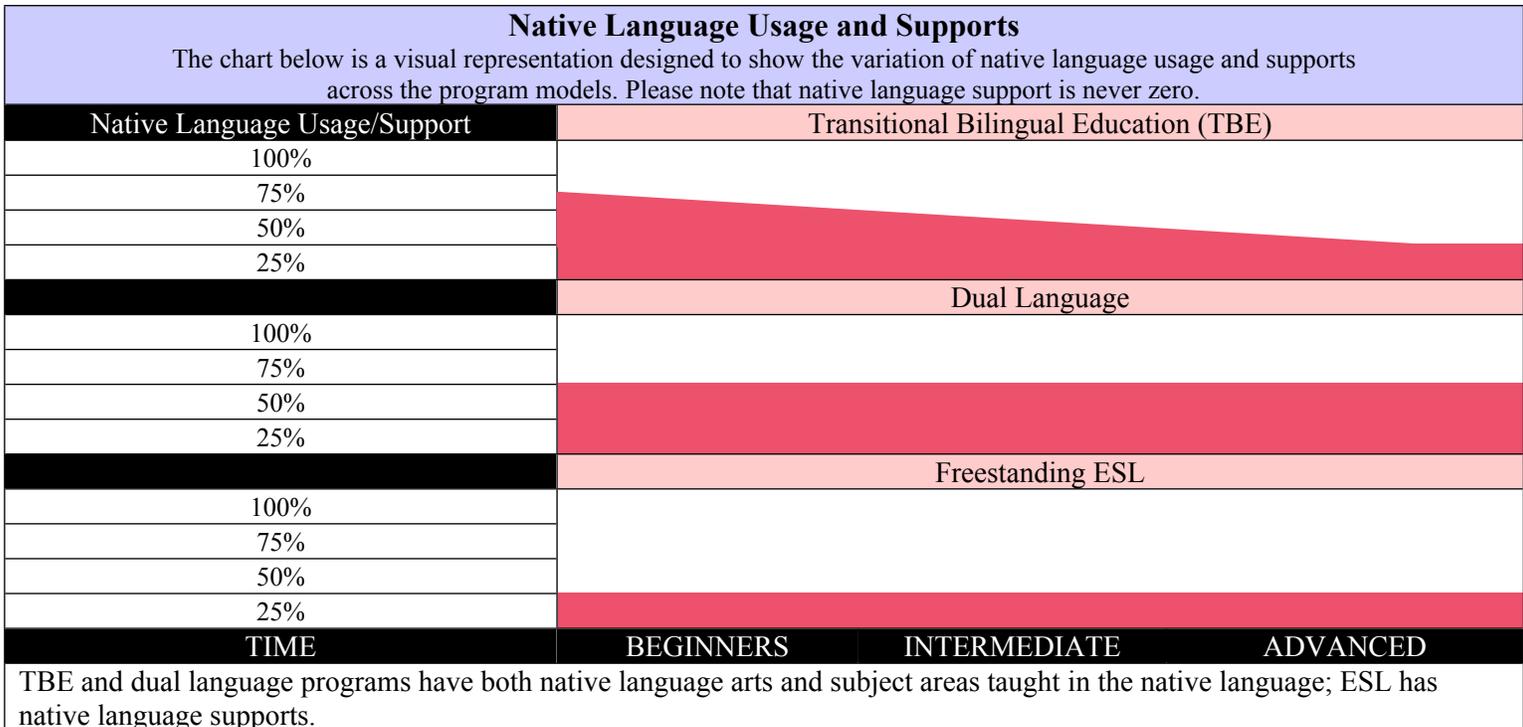
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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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.

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)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

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

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)										2		1		3
Intermediate(I)										1	4	8	2	15
Advanced (A)										1	3	2	1	7
Total	0	0	0	0	0	0	0	0	0	4	7	11	3	25

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		3	
Integrated Algebra	22		7	
Geometry	3		2	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5		3	
Living Environment	15		5	
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								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **18K569** School Name: **Kurt Hahn Expeditionary Learning Sch**

Cluster: **4** Network: **411**

**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**

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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.

All parents are given home language surveys when they enroll in our school. Additionally, we have an aggressive phone outreach practice from our school secretary and parent coordinator who, using staff who speak Spanish and Creole, ensure that we are aware of the home language for all of our students and any resulting translation/interpretation needs.

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.

Our ELL population and subsequent number of parents who need translation and interpretation support is fairly small, under 5% of our population. These findings are reported to the school community from the guidance office through the crew teachers, who are need to be aware of which families need this support. due to our student led conferences and significant crew outreach efforts.

## Part B: Strategies and Activities

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

We have 2 language needs - Spanish and Creole - for our population. We use both in house school staff for doing these translations as well as the DOE provided vendors for our written help with parent newsletters, operations and guidance/discipline correspondence, and college preparation material.

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.

Here, we rely almost entirely on in house staff for oral translation of Spanish and Creole during our student led conferences, guidance/discipline conferences, and parent meetings.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We provide all parents with a copy of the Bill of Rights and Responsibilities when they enroll. Upon entrance to the campus safety desk there are signs advising parents of their rights to translation and interpretation and office staff know who to request for support should their be need (one of our translators works in the main office, the other, a teacher, works just outside of it).

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Kurt Hahn	DBN: 18K569
Cluster Leader: 411	Network Leader: Mike Alcott
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 28 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our Title 3 Direct Instruction plan will focus on two areas of needs for our ELL population - supporting their development in common core writing standard one as well as increased performance on NYS Regents exam.

Common core writing standard 1 (CCS1) is the argumentative standard and the work of our school this year is intensely focused on helping students reach its rigorous demands. Our courses are designed to culminate in thrice yearly CCS1 aligned projects, or tasks, that students present individually at public portfolio presentations (SLCS). In years past, our ELLs have consistently needed a great deal of support to be successful in task completion as well as the public presentation. With the change in emphasis this year to CCS1 task we anticipate that need will only increase.

Also, we have yet to see consistently successful performance by our ELL students in the NYS Regents exams. Looking carefully at the exams, we see two main reasons for this - a lack of strong writing on essays and a lack of academic and content area vocabulary. Our work on CCS1 supports this to some degree as it helps students develop writing skills. But it also demands specific joint tutoring between our ESL and content area teachers with resources designed with ELLs in mind.

Thus we will provide:

1. Additional support classes, both morning and afternoon, for students in preparation for SLCs through writing intensive support in time periods leading up to SLC presentations. These support classes will be in ELA and Social Studies and offered on a rotating basis so that the ESL and content area teacher co teach. For example, 2 days a week the ESL and History teacher will co teach the support class and 1 day a week the ESL and ELA teacher will co teach the support class.
2. Additional support classes, both morning and afternoon, for students in preparation for Regents exams that focuses on academic and content vocabulary acquisition as well as essay writing tasks. They will follow the same schedule as above but will focus largely on Regents exams (ELA, US History and Global Studies).

All 4 grade levels will be served, with particular attention on 10th,11th and 12th graders who are repeating failed exams for the Regents focus.

Support classes will be offered M,T,Th from 8-8:30 and 3:30-5:00.

The language of instruction will be English

Materials will include: Achieve 3000, a range of text that has been leveled for various reading levels from Prentice Hall, Heinle and other publishers to support Regents academic and content vocabulary, and differentiated materials created by teachers to prep for SLC products. Rosetta Stone will also be used for beginner ELLs to support acquisition of every day language.

## Part C: Professional Development

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: With the school wide focus on providing support for the thrice yearly SLCs and CCS1 tasks, there will be specific professional development targeted towards content area teachers providing scaffolded supports for ELLs. The type of scaffolding needed and research based strategies used to engage and support ELLs in producing high quality student work will be addressed in multi session school wide and department team PD. With our results in ELA, US History and Global being particularly low for ELLs, these teams will receive extra attention and support in the form of team leader coaching and the development of looking at student work protocols that focus particularly on struggling students such as ELLs.

There will be 5 2 hour sessions held on Wednesdays over the course of the first three months of school, provided by Expeditionary Learning and the New York City Outward Bound Center.

Sept 14th - Defining CCS1 for all learners (1:40-3:40)

Sept 28 - What makes a good CCS1 task for all learners? (1:40-3:40)

November 9 - Looking at student work protocol for CCS1, with an eye towards ELLs.(1:40-3:40)

November 23 Looking at student work across grade levels - what can all students do?(1:40-3:40)

December 7th - Planning for CCS1 tasks in the 2nd trimester - how to make them more scaffolded and accessible for ELLs.(1:40-3:40)

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: As noted already, we host thrice yearly SLCs for all families and make particular outreach to the parents and families of our ELLs. These SLCs provide a very structured, supportive environment for students and families as they are focused on one child at a time. Students have the audience of their academic advisor, 1-2 peer supporters, and family members for 30 full minutes. During this time, students present samples of their best work as well as areas where they have struggled. They follow a well established routine and protocol for these presentations and are assessed with a clear rubric. Families are given support through training and materials that specific the types of questions they should ask students, including content supports, as well as translation help if needed.

These events happen in November, February, and May and last over the course of 2 days. Student transcripts, college plans, current academic performance as well as work samples are the topics - as well as extra supports the students need to continue to progress. We provide this in partnership with

**Part D: Parental Engagement Activities**

Expeditionary Learning and New York City Outward Bound. Parents are notified by notices sent home, auto calls, personal calls from crew teachers, and the school newsletter/website.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		