



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE KURT HAHN 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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Mr. Matt Brown	*Principal or Designee	
Ms. Dana Lawit	*UFT Chapter Leader or Designee	
Ms. Iza Cedeno	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Dorothy Stanislaw	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mr. Baptiste	Member/parent	
Ms. Georgia Graham	Member/parent	
Mr. Davrin Faison	Member/parent	
Ms. Adeola Alexander	Member/guidance counselor	
Kaci Ann Morris	Member/student	
Sara Haymont	Member/teacher	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

2011-12 Progress Report: Page 2: Percent of students earning 10+ credits in 2nd year 61.7%, Percent of students in lowest 3rd earning 10+ credits in 2nd year 40%, Percent of students earning 10+ credits in 3rd year 63.2%, Percent of students in lowest 3rd earning 10+ credits in 3rd year 25%
This data tell us that we need to better support teachers in meeting the needs of ALL students by provide teachers with meaningful formative feedback and next steps form short, frequent cycles of formative classroom observation.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- | | |
|----------------------------------------------------------------|-----------------------------------------------------------------------|
| <u> </u> 2.2 School leader's vision | <u> X </u> 2.4 School leader's use of resources |
| <u> X </u> 2.3 Systems and structures for school development | <u> X </u> 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

Principals and instructional coaches (including an Expeditionary Learning Instructional Guide) will visit each teacher's classroom at least 6 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies (designing coherent instruction, establishing a culture for learning, engaging students in learning).

Instructional strategies/activities

Strategy:

Continue training Expeditionary Learning instructional coaches and teachers in conducting evidenced based observations using a modified Danielson Based rubric. Training instructional teacher leaders in looking at student work protocols to provide meaningful peer formative feedback. Creating and implementing data systems for use by team and teacher leaders and monitoring the performance of lowest achieving students.

Activity:

Observations by principal and Expeditionary Learning instructional coaches
Weekly department and grade team meetings
Instructional Leadership team meets every six weeks
Beginning, Middle and End of year student learning meetings

Key Personnel:

Principal, Instructional team leaders, on site Expeditionary Learning instructional guide, part time Expeditionary Learning instructional coach/school designer

Targets:

By December 2012 each teacher will have had at least 2 informal or formal observations with written or verbal feedback.
By March 2013 each teacher will have had at least 4 informal or formal observations with written or verbal feedback.
By June 2013 each teacher will have had at least 6 informal or formal observations with written or verbal feedback.

Timeline:

- Through weekly professional development, continue to develop shared norms among school leaders, Expeditionary Learning coaches and teachers for engaging in feedback conversations.
- Early in the school year, school leaders meet with all staff in a beginning of year meeting to establish goals for each staff member aligned to rubric as well as student learning portfolio focus.
- Middle of year and End of year meetings will also be held to continue conversations around observation findings and teacher practice.
- School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.

- Observation schedule as tracked by school leaders.
- 1-2 sample development plans for individual teachers that include dates of each observation and dates formative feedback provided.
- 2-3 examples of formative observation feedback, including next steps, provided at different times of school year, that demonstrate teachers' development in areas in which feedback was provided (evidence that feedback was effective in impacting on teachers' classroom practice).

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

Job ID

UP05- Curriculum and Staff Development, Professional Development Supporting Teachers – This funding supports an Expeditionary Learning partnership that provides on-site (full time in house instructional guide) and daily professional development for teachers via classroom observations and feedback and partial funding of Expeditionary Learning instructional coaches who come every other week for a full day to work with school leadership and teachers to provide further support for pedagogy via classroom observations and feedback sessions..

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

2012-13 School Survey page 9

32% of students agree that their teachers asked them to “complete an essay or project where you had to use evidence to defend your own opinion or ideas” 5 times or more

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

NYC School Survey results will reflect that at least 75% of students agree that their teachers asked them to “complete an essay or project where you had to use evidence to defend your own opinion or ideas” 5 times or more (up from 40% percent last year).

Instructional strategies/activities

Strategy:

Support teachers in the development of evidenced based tasks and looking at student works as a result of the task.

Activity:

All English, science, and social studies teachers will implement two Common Core-aligned writing units that embed expectations for students to develop claims and counterclaims and “to support claims using valid reasoning and relevant and sufficient evidence.” (W.9-10.1) These units will include tasks that will be demonstrated at student led conferences.

Key Personnel:

Teachers, Expeditionary Learning instructional coaches, principal, students

Target:

Within each discipline, online grade books allow school leaders the ability to monitor the number of evidenced based tasks assigned in each trimester. Sample student essays showing growth from fall to spring and representing a range of performance levels across the common rubric drawn from Student Learning Conferences.

Timeline:

- After participating in professional development sessions about Common Core-aligned, evidence-based essay-writing units (including grading these essays using common rubrics), teachers will collaboratively plan writing units that develop students’ capacity in the targeted areas.
- Teachers will implement writing unit and, during teacher team meetings throughout the year, teachers will use protocols to assess the effectiveness of the writing units through both lesson study and looking at student work protocols. Instructional resources from the Common Core Library will serve as design models as well expedition/investigation examples from Expeditionary Learning.
- All English, science, and social studies teachers will implement two of these writing units to their students by April 2013.

Budget and resource alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

Job ID
UP05- Curriculum and Staff Development, Professional Development Supporting Teachers – funding supports the partnership with Expeditionary Learning that provides on-site professional development via a full time Expeditionary Learning Instructional Guide that works directly with teachers on a daily basis to provide feedback on lessons, tasks and student work products.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

2011-12 Quality Review: Refine academic tasks to embed targeted focus on vocabulary across subjects and grades so that all students, including those who are high and low performing, are cognitively challenged and able to demonstrate higher levels of thinking.

This data tell us that we need to focus on ensuring that all students are challenged to think at their higher ability. Page #5

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- All students will engage in case studies that demonstrate high quality products that are driven by real world issues resulting in a 5% increase in ELA, Global and US History Regents pass rates.

Instructional strategies/activities

Strategy:

Whole staff PD around reading and vocabulary strategies for students when encountering increasingly rigorous texts.

Activities:

Grade Teams and Department Teams support teachers through lesson study and examining teacher work protocols; coaching sessions with instructional coaches, Academic intervention support for students in need, extended learning time to further support identified students

Key Personnel:

Expeditionary Learning Instructional coaches, teachers, Network Instructional coaches,

Targets:

January Regents results

Course pass rates for each trimester

Timeline:

Summer: Whole staff curriculum planning embedding reading and vocabulary into units of study

Fall and Spring: Support from instructional coaches and principal on formal and informal observations, peer support from grade teams and departments on lesson plans

Spring: Data analysis of January regents exams and data analysis of tutoring programs and programming of further targeted academic interventional.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other

Service and program coordination

Job ID

GLBY3- Academic Intervention (Teacher)- Funding to support after school academic supports (tutoring 3x week from September-June) for most needy students (IEP and ELLS students) in ELA and history.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
2011-12 Progress Report page 5: Post Secondary Enrollment Rate 52.8%

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
 5.2 Systems and partnerships 5.4 Safety
 5.3 Vision for social and emotional developmental health 5.5 Use of data and student needs

Annual Goal #4

In continuing to build a school wide culture of respect, 100% of students will experience academic advising in Crew with a focus on college readiness, character development and goal setting, having one at least one adult in the school who knows them well and is able support their social and emotional needs and relationships with peers.

Instructional strategies/activities

Strategy:

With more training and access to better instructional tools guidance staff and teachers will improve capacity to prepare students for college and career choices.

Activities:

Development of a specific college based scope and sequence for crew. Use Student Led Conferences to further student investment and understanding of their growth and path to college. Training by guidance staff in effective use of transcripts in academic advisement. Building of capacity among guidance staff and selected alumni in supporting students between college acceptance and college attendance. Student Crew trips to visit colleges

Key Personnel:

Guidance counselors, CARA (College Access and Readiness Assoc), Crew Advisors, students

Targets:

3 SLC's throughout the year, attendance in Crew

Timeline:

Summer- Drafting of the College Scope and Sequence for Crew, initial training for academic advisement for all crew advisors,
Fall- Attendance at EL Crew Institute, CREW Advisor refinement of College Scope and sequence, academic advisement cycles begin for crew

students, first SLC
Spring- Academic advisement cycles continue, 2nd and 3rd SLC, CARA starts with alumni

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

GLC2S-Academic Intervention (Guidance Counselor)- Funds to support guidance counselors participation in Student Led Conferences 3 times a year (2 hours each session) and Crew academic advisement monthly PD for 2 hours from September-June 2013.

GLBY3- Academic Intervention (Teacher)- Funding to support after school academic supports (tutoring 3x week from September-June) in preparing for Student Led Conferences.

UP05- Curriculum and Staff Development, Professional Development Supporting CREW Teachers – Funds support the cost of sending 15 crew advisors to the Expeditionary Learning Crew Training Institute, a one day training in September.

UKPK- Educational Consultants, Academic Interventions- Funding support partnership with CARA, College Access and Readiness Assoc. Pays for high school alumni to be trained to work with current seniors to navigate the college process. Funds support cost of 5 alumni to work 5 hours a week from November 2012 through April 2013.

URXA- Parent Involvement, College Readiness: Funds used to cover the costs of a series of college visits. Supports costs for parents and students to do joint visits to colleges. 2 full day trips targeted to 9-11th graders and families to colleges in the tri-state area. In addition funds support two over night college visits to universities in the South targeting 11th and 12th graders.

TCA3 – Parent Engagement. Provide supplies for Student Led Conferenes (binders, project paper, lamination materials as well as incentives for parent attendance (Kurt Hahn logo bags, t-shirts).

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

School Survey 2011-12 page 18

30% of teachers disagree with the following statement:

My school does a good job supporting students who aspire to go to career or technical training.

Strengthen coherency of communication of the school's high academic expectations Page 6 QR recommendation

This data tell us that we need to focus efforts to better support teachers and students in the college application process.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

100% of graduating seniors have applied to college.

Strategy: To collaborate with school partners and local organizations including elected officials to partner with families in ensuring that successful completion of the college application process is achievable to all students.

Activities to increase parental involvement and engagement

- Utilize support from New York City Outward Bound Schools for college application march to assist Guidance Counselor in ensuring all students apply.
- Senior crew teachers work with Guidance Counselor to track all 12th grade college applications and acceptances by crew.
- Guidance counselors and CREW leaders support tracking and monitoring of college application.
- Use Weekly Community Meetings as a place to celebrate college acceptances.

Increase Spring time support for students who, after January Regents, intensive their college application process

CARA- trainings and capacity building done by CARA for guidance counselor, alumni and coaches

Key Personnel: Parent Coordinator, guidance counselor, students, parents, CREW advisors, elected officials, local organizations and partnerships

Targets:

By mid-year all seniors will have met with Reserve volunteer, Crew advisor, and guidance counselor

By January all seniors will have applied to college

By June 50% of juniors will have complete the College Planning, College Now course.

Timeline:

Fall- All students have CARA staff members to outline steps of college application process, CREW teachers and guidance counselor have individual meetings with students and start to track applications, College March

Spring: Continue college application workshops for parents and students, training CARA with alumni, 11th grade college crew trips and College Now course, on-going parents meetings with 10th and 11th grade classes to promote earlier beginning of college application process.

Budget and resource alignment

• Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

Job ID

GLC2S- Academic Intervention (Guidance Counselor)- Funds support additional college advisement meetings with students and parents after school 2 days a week for 2 hours from October 2012 through March 2013.

UKPL-Parent Involvement- Funds support the purchase and use of the Global Connect /School Messenger systems that aids with daily phone calls home to share information about school events including college planning workshops for students and families. This also includes individual phone calls around lateness, attendance—two college readiness indicators.

UKPK- Educational Consultants, Academic Interventions- Funding support partnership with CARA, College Access and Readiness Assoc. Pays for high school alumni to be trained to work with current seniors to navigate the college process. Funds support cost of 5 alumni to work 5 hours a week from November 2012 through April 2013.

URXA- Parent Involvement, College Readiness: Funds used to cover the costs of a series of college visits. Supports costs for parents and students to do joint visits to colleges. 2 full day trips targeted to 9-11th graders and families to colleges in the tri-state area. In addition funds support two over night college visits to universities in the South targeting 11th and 12th graders. Monies also used to cover costs of materials for a series of monthly parents and student College Readiness Workshops run from October 2012 through April 2013.

TCA3 – Supplies for College Application and recruitment processes and parent involvement in the process (Student Led Conference supplies, parent attendance incentives).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading Program	Provided for 8 students in grades 9-12 in small group delivery.	During school day
	Support with literacy development towards ELA regents and CCWS 1 proficiency	In small group delivery 30 minutes 4 days week	During school day
Mathematics	Intensive tutoring around numeracy and algebra skills	In small groups delivered 30 minutes 4 days week	During school day
Science	Intensive tutoring around scientific literacy based skills	In small groups delivered 30 minutes 4 days week	During the school day
Social Studies	Intensive tutoring around literacy skills	In small groups delivered 30 minutes 4 days week	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual counseling sessions by social worker	Individual sessions as needed	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Partnership with CBO: Expeditionary Learning, Outward Bound around recruitment
- Rigorous Interview process
- Hiring Committee comprised of Principal and staff in consultation with the Network
- Targeted Professional Development by Network
- In-house mentoring program where senior teachers mentor new teachers
- Weekly meetings between principal and/or AP and new teachers
- Beginning, Middle and End-of-the-Year Conferences held by principal and/or AP with all teachers
- Travel opportunities for teachers for visit Network schools and Expeditionary Learning Schools and workshops/conferences

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.



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

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- 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 1st 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 411/Mike Alcott	District 18	Borough Brooklyn	School Number 569
School Name Kurt Hahn Expeditionary Learning School			

B. Language Allocation Policy Team Composition

Principal Matt Brown	Assistant Principal type here
Coach Miles Doyle	Coach type here
ESL Teacher Jes Kruse	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 Mike Alcott	Other type here

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	1	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	292	Total Number of ELLs		ELLs as share of total student population (%)	0.00%
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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

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										4	8	9	4	25
Push-In														0
Total	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
Total	20	11	0	2	2	0	3	3	0	25

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
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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
 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
TOTAL	0	4	7	11	3	25								

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

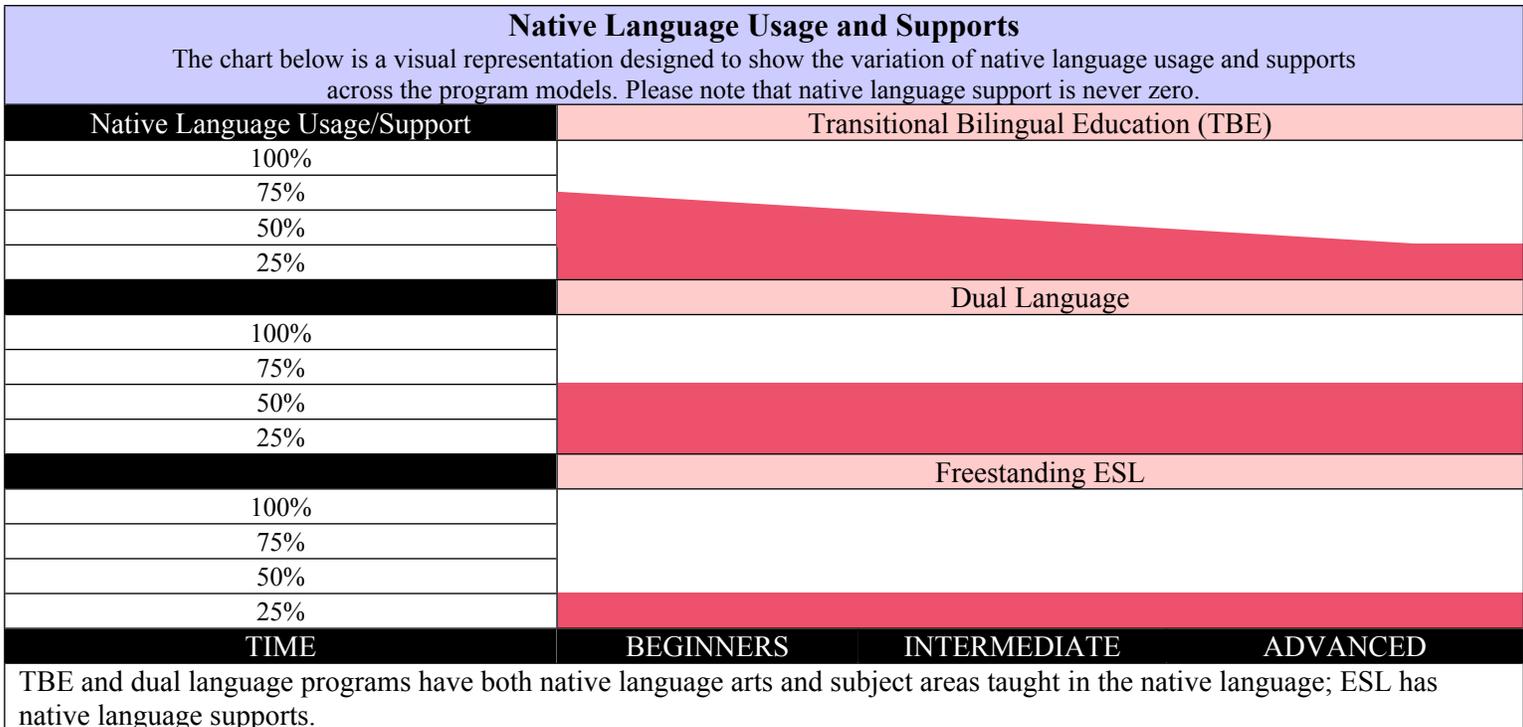
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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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

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 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.

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)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2		1		3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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

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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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

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

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).