



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT - PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

18K569

School Name:

THE KURT HAHN EXPEDITIONARY LEARNING SCHOOL

Principal:

VERONICA COLEMAN XAVIER

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Kurt Hahn Expeditionary Learning School School Number (DBN): 18K569
School Level: High School Grades Served: 9-12
School Address: 5800 Tilden Avenue Brooklyn, NY 11203
Phone Number: 718-629-1704 Fax: 718-629-1076
School Contact Person: Veronica Coleman Email Address: Vcoleman3@schools.nyc.gov
Principal: Veronica Coleman Xavier
UFT Chapter Leader: Bailey Griswald
Parents' Association President: Georgia Graham
School Leadership Team Chairperson: Veronica Coleman
Student Representative(s): Malik Massey

District Information

District: 18 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue, Room 112 Brooklyn, NY 11236
Superintendent's Email Address: MPrayor@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 411 Network Leader: Elyse Doti Cohen

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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 (Blue Ink)
Veronica Coleman	*Principal or Designee	
Bailey Griswald	*UFT Chapter Leader or Designee	
Georgia Graham	*PA/PTA President or Designated Co-President	
Eric Waterman	DC 37 Representative, if applicable	
Malik Massey	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Chesray Dolpha	CBO Representative, if applicable	
Sandra Clarke	Member/ Parent	
Kelly Smith	Member/ Parent	
Dana Lawit	Member/ Teacher	
Naki James	Member/ Student	
Adeola Alexander	Member/ Guidance Counselor	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Context:

The Kurt Hahn Expeditionary Learning School (the Kurt Hahn School) is a 9-12 school in East Flatbush, Brooklyn working in partnership with New York City Outward Bound and Expeditionary Learning Schools to arm students with the knowledge, skills and character necessary to serve as informed, thoughtful and courageous civic leaders in their own communities and beyond. The Kurt Hahn School emphasizes the interdisciplinary, in-depth study of compelling topics which develop students' abilities to creatively solve problems and think critically. It also provides a myriad of out of school experiences through which students acquire the tools necessary to become life long learners. The Kurt Hahn School's partnership with NYC Outward Bound means that all students will participate in adventure and wilderness courses designed to enhance the development of rigorous academic skills while inspiring character development and critical self-discovery. Kurt Hahn School students will academically achieve more than they ever thought possible while developing and showing compassion for others and being actively engaged in creating a better world. These programs and their aims will be fully integrated within the Kurt Hahn School's curricula and school culture through Expeditionary Learning Schools. Expeditionary Learning is a proven national school design that leads to high levels of student achievement and family engagement by providing the school faculty and leadership with a rigorous sequence of professional development activities that are rooted in Outward Bound's educational approach.

Kurt Hahn students engage in Learning Expeditions, which are standards-based, real-world projects that provide active learning opportunities while preparing students for college and beyond. These interdisciplinary units include expert-guided field research and the production of high-quality products that students present to the public. As a result of this work, Kurt Hahn recently became a member of the New York State Consortium of schools exempt from all but the ELA Regents Exam. Instead, students will complete four graduation level Performance Based Assessment Tasks known as PBATs. PBATs are tasks that require students to demonstrate accomplishment in analytic thinking, reading comprehension, research writing skills, the application of mathematical computation and problem-solving skills, and the utilization of the scientific method in undertaking science research.

Students at the Kurt Hahn School participate in Student-Led Conferences (SLCs) in lieu of parent-teacher conferences. Students lead their own conferences by presenting a portfolio of work and reflecting honestly on what they have learned and what they must improve in order to succeed.

Seniors at Kurt Hahn complete an independent project known as Senior Expedition that allows students to pursue a passion in depth and intensely over time. Guided by their Crew Advisor, students develop a project that provides opportunities for them to explore a topic, learn a skill, practice a profession, experience a different culture, or travel to a new place. Students will create their own learning targets for the project and create much of their own exit criteria (again, under the guidance of their crew advisor). Senior Expeditions may include such experiences as internships, travel, work-study, Outward Bound activities or college courses.

Students are required to produce ongoing evidence of their progress and a final product.

In 2014, Kurt Hahn became a community school in partnership with Urban Arts Partnership. Urban Arts incorporates arts integration into academic programs and after school art, dance, and media programming. This whole-school reform model also includes direct service, peer-to-peer dropout prevention, mental health services, including two full-time, on site social workers, and a PUSH coordinator to increase parent engagement in the community. Through the Community Schools grant, Urban Arts also provides Kurt Hahn teachers with a variety of workshops to support the socio-emotional well being of students, such as bullying prevention, and trauma-based classroom intervention.

In fall 2014, Kurt Hahn School also became a PROSE school. PROSE affords teachers flexibility in designing their professional learning experiences, as well as provides the school with flexibility in scheduling.

Strengths, accomplishments, and challenges:

The school's strengths include a strong advisory program (Crew), which provides students with stable socio-emotional support along with a four-year college readiness sequence. Our partnerships with NYC Outward Bound and with Urban Arts provide students with additional emotional and college readiness supports throughout the four years. As a result, students feel that they have adults at school who know them well and who are well situated to support their personal and academic growth.

Another strength includes a school wide focus on writing using tenets of the Expeditionary Learning model. Teachers and students focus on process as well as product, including text-based discussion to inform conceptual understanding, drafting, peer revision, self-reflection, and revision processes.

The school's greatest accomplishments include a 78% four-year graduation rate and high ratings on the Learning Environment Survey by all constituencies.

Last year, the school saw a decrease in credit accumulation by the school's second year students. One challenge will be to ensure that our current second year students reverse this trend, and that our current third year students are provided with adequate resources to put them back on track to graduate in four years.

Another challenge that the school community faces as we transition to Performance Assessments is to ensure that coursework is rigorous for students at all levels throughout all four years. Since the focus in most classrooms is on text based learning and evidence based writing, it is important for teachers to promote rigor for both struggling readers and those who excel, through multiple entry points.

The DTSDE Tenet(s):

The school exhibited growth for 2013-14 in statement of practice 2.5: *Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school wide practices.* Systems for inquiry based adult learning began to be implemented around targeted areas such as class discussion and student perseverance. The school used team leaders to conduct action research in these areas and share their learning with staff members. By systematically examining growth areas with all constituents, the school also increased parent involvement through events like College Café. We also successfully expanded our community partnership with Urban Arts to provide students with full time social workers to provide socio-emotional support through one-on-one and group counseling. Urban Arts also builds capacity in our teachers to support students academically and emotionally by providing professional development for all staff in the areas of bullying and violence prevention and trauma-focused intervention.

An area for growth for the 2014-15 school year is statement of practice 4.4: *Teachers provide coherent, and appropriately aligned Common Core Learning Standards based instruction that leads to multiple points of access for all students.* While teachers are using instructional practices that are systematically aligned to CCLS, teachers still need to

develop systems to ensure that all groups of students, including gifted and struggling readers, are engaged in deep levels of thinking using instructional materials that contain high text complexity.

18K569 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	09,10,11,12	Total Enrollment	347
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	8
		# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)			
# Visual Arts	8	# Music	1
		# Drama	1
# Foreign Language	4	# Dance	N/A
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	75.6%	% Attendance Rate	87.4%
% Free Lunch	78.5%	% Reduced Lunch	6.9%
% Limited English Proficient	7.3%	% Students with Disabilities	22.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.7%	% Black or African American	87.5%
% Hispanic or Latino	8.3%	% Asian or Native Hawaiian/Pacific Islander	1.0%
% White	1.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	10.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	5.86
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	51.5%	Mathematics Performance at levels 3 & 4	60.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	82.4%	% of 2nd year students who earned 10+ credits	62.3%
% of 3rd year students who earned 10+ credits	65.1%	4 Year Graduation Rate	78.0%
6 Year Graduation Rate	83.8%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A

Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers at Kurt Hahn have worked over the past two years to align instruction to CCLS. However, since our school is transitioning to Performance Assessments as a member of the New York State Consortium, we have a need to design curriculum that ensures rigorous coursework, including, choosing appropriate, complex texts to build background knowledge, and ensuring high quality student work through text based discussions and evidence based writing. The schedule will continue to permit teacher meeting times across grades and content areas to develop tasks that emphasize and assess high order thinking skills as per CFN 411 recommendation 3.3 (2013-14 Focus School Recommendations).

The 2013-2014 School Quality Guide shows that 82.4% of 1st year students, and 54.2% of lowest third in the 3rd year, earned 10 or more credits. Our focus on accumulation in core courses for students in the 1st year showed a 2.4% increase; and a 14.2% increase for the lowest third in the third year. These numbers meet our goal for the 2013-2014 school year.

However, the percentage of second year students with 10 or more credits decreased from 72.7% to 26.7%. We need to be particularly attentive to credit accumulation in the 2014-2015, third year students to ensure our larger goals of graduation and college attendance.

To this end, we believe that we need to focus on teacher collaboration, planning, and preparation that focuses on the writing process by increasing student engagement through questioning and peer discussion.

In addition, we need to develop a school-wide grading policy that focuses assessment on academic mastery, instead of non-academic measures. School wide grading guidelines will be implemented at the start of the spring 2015 semester. A finalized school wide grading policy will be drafted during the spring 2015 semester and shared with students and families in fall 2015.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will increase credit accumulation of second year students to 75%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Walk-throughs to provide teachers with formative feedback to address the needs of all students with weekly meetings between the Principal and the Instructional Guide to coordinate feedback. Develop a school-wide grading policy beginning with a set of grading guidelines for teachers intended to re-focus assessment on academic mastery, instead of non-academic measures.	Teachers	September through May	Principal, Instructional Guide, Instructional Leadership Team
Tuning protocols of lesson plans, with a focus on increasing writing skills for ELLs/SWDs and students in the lower third	ELLs/SWDs/GenEd	September through May	Team Leaders
Student led conferences with a focus on writing products and preparation for PBAT so that parents understand the new graduation requirements.	Parents	September through February	Principal and Instructional Guide
Collecting feedback from teachers during professional development, students during interim learning environment survey, and parents after Student Led Conferences. Report from the principal at monthly PTA meetings. Professional Development and resources to support socio-emotional learning in Crew advisory groups. Urban Expedition in the tenth grade to support community building and perseverance in our 2 nd year students.	Teachers, Students, Parents	September through May	Principal, Instructional Guide, Crew Inquiry Group, UAP Community Schools Partner, NYCOB

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Support from NYC Outward Bound School Designer, instructional guide position as per SBO, Expeditionary Learning Common resources, shortened day on Wednesdays for PD as per SBO, allocation of instructional time to Crew. Funds to support teacher visits to other NYC Outward Bound and Consortium schools. Fund to support the work of the Instructional Leadership Team to draft the school-wide grading policy. Fund to support the 10th grade Urban Expedition trip.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities. 				
<p>We will analyze the fall scholarship report as a mid-point benchmark. We will see credit accumulation of 75% for the first marking period. We will complete this work in the first two weeks of February.</p>				
<p>Part 6b. Complete in February 2015.</p>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

KHEL has developed many structures within the school to strengthen school culture and community. These include (and or not limited to) the development of core values, bi-monthly community meetings, crew (advisory), etc. Our 4 year graduation rate increased from 72.4% to 78%; and our 6 year graduation rate increased from 74.2% to 83.8%.

Despite our continued focus, the Quality Snapshot revealed that 20% of the students do not feel safe in the hallways, bathrooms, locker rooms, and cafeteria. While we are proud that 100% of our teachers would recommend our school to the parents, we want to build on our culture of engagement and develop a stronger crew curriculum that not only addresses the academic development, but also the socio-emotional needs of our students.

In addition to examining the results of the Learning Environment Survey, we as a school community need to expand our use of data to include interim Learning Environment Surveys and an analysis of administrative disciplinary measures.

Teachers in the crew inquiry group will develop a series of presentations and lessons for crew to improve school culture and promote socio-emotional health in the community.

Finally, as per CFN 411 Focus School Recommendations for 2013-14, we will strengthen the use of assessment data in school-wide PD to support the social, emotional and academic needs of students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the feeling of school safety to 85% as measured by the Learning Environment Survey by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Walk-throughs of crew to monitor and provide feedback on the use of socio-emotional learning targets and resources. Crew inquiry group: to develop socio-emotional learning targets and resources.	Teachers and students	September - June	Principal, Teacher Volunteers, and Instructional Guide
PD on developing socio-emotional needs of the students by focusing on trauma based intervention, bullying, group facilitation and discussion protocols	ELLs/SWDs/ other high need students	October - January	Principal, Instructional Guide, UAP Community Partner
Provide parent workshop on anti-bullying and include parents in school-wide discipline committee to shift to restorative practices.	Parents	October - February	Principal, Instructional Guide
Restorative Circles: to create a supportive community in anticipation of restorative justice practices. Principal will teach a Restorative Justice seminar in which students will learn about restorative practices and develop a school-wide implementation plan. Parent updates will be provided each PTA and SLT meeting for feedback and input.	All community stakeholders	August - June	Instructional Guide, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Training opportunities provided through Urban Arts Partnership and Morningside Center. Per session funding to develop instructional resources for the Crew socio-emotional curriculum. Early release for students on Wednesday for full staff PD as per our SBO. Continuation of Outward Bound experiences for students in the ninth and tenth grades through Adventure Week and Urban Expedition. Workshops for parents through the PTA about bullying. Resources to support off-site PD for teachers developing Crew curriculum development.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Interim Learning Environment Survey to be completed in and analyzed in December. By January we will have a draft Crew curriculum that has received teacher feedback. Walk-through data in February will reveal that 100% of Crews are engaging in a restorative circle at least once per week.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This is KHEL’s first year as a Consortium School. Teachers are engaged in daily academic tasks that build toward critical thinking, focusing on performance based assessment skills and tasks, rather than Regents preparation. We have reviewed unit plans and these show strong alignment between CCLS and the learning targets (CFN 411 Recommendation), and between learning targets and formative assessments. These observation are consistent with the MOSL overall ratings that indicate that KHEL has 18 effective teachers and 3 developing teachers.

Since teachers are transitioning from Regents based courses to performance assessments, they need support in analyzing student work in order to better understand the needs of students to perform at high levels consistent with the Consortium rubrics. This includes better use of data to monitor student needs using cycles of inquiry that lead to high levels of student engagement and inquiry, and which ensure multiple points of access for all students (as per CFN 411 Recommendation 4.3).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

MOTP Danielson ratings will increase to 90% Effective or Highly Effective by fall of 2015.

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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Instructional Guide and School designer work with teachers to ensure case studies and units are aligned to PBAT tasks. Teachers revise curriculum maps to align to feedback. Wednesday PDs that focus on text-based protocols, discussion protocols, writer’s workshop, and on giving students feedback.	Teachers	September through May	Instructional Guide, Principal
Teachers develop reading, discussion, and writing strategies to increase student engagement for all students including ELLs and SWDs in our school-wide instructional goal.	ELLs/SWDs/ high need students	September through May	Principal and Instructional Guide
Principal attends PTA meetings to help parents better understand school-wide instructional goals throughout the year. Student led conferences with a focus on writing products and preparation for PBAT so that parents understand the new graduation requirements. Use Teacher Ease and the new grading guidelines to share student progress with families and provide students opportunities for revision.	Parents, Students	September through May	Principal and Instructional Guide
Team leaders, with the support of the school leader, guide their teams through cycles of inquiry that include LASW protocol. Re-structure teacher teams in the spring to promote interdisciplinary work, including tuning teacher work and looking at student work. Teachers provide students with frequent feedback based on inquiry findings and use TeacherEase to keep parents informed of their child’s progress.	All stakeholders	September through June	Teachers, Principal and Instructional Guide

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session to support teaming, teacher leaders, compensatory time for the Instructional Guide, early release of students on Wednesdays as per SBO, math coaching resources, funds to cover teachers visiting other schools.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

February examination of teacher observation ratings and feedback. Principal will complete 50% of teacher observations by February 15 and examine teacher observation data by February 20. These observations should reflect development toward the goal of 95% Effective and Highly Effective MOTP ratings.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

KHELS was accepted into the Consortium of PBAT schools. It has been the principal’s role to communicate this change and her vision for transition to the school community. A PBAT aligned school-wide writing diagnostic tool revealed that students need support in writing evidence-based arguments and analyzing that evidence to support a thesis. School-wide scores reveal that 6 received “Outstanding,” 34 students received “Good,” 124 students scored “Competent,” 113 received a “needs revision.” While the school leader has ensured that school wide goals are clearly communicated, we still need to develop the structures necessary to track the progress of teacher practices and program the school to more efficiently meet the needs of all students during this transition (as per CFN 411 Recommendation for 2013-14).

To ensure rigorous PBAT aligned instruction, principal and instructional guide will visit each teacher’s classroom at least 6 times over the course of the year and review unit plans with a focus on performance based skills and tasks. These walk-throughs and unit plan reviews will meet the evaluation requirements, and include formative (not for file) written feedback aligned with key Danielson competencies, particularly in the domains of planning and preparation.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is that 90% of students who attempt a PBAT panel will pass with a score of COMPETENT.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Principal meets with community members, including teachers, students and parents to communicate PBAT change and receive input. Weekly PDs will support reading, writing, and discussion strategies to support student PBAT readiness.	Teachers, parents, students	August - June	Principal, Instructional Guide, School Designer, Teachers
Principal and IG and SD provide PD based on walk-throughs and diagnostic data to ensure that all students are supported including ELLs/SWDs/ and high need students. Principal reviews school-wide data to inform PD based on the needs of high-need students.	ELLs/SWDs/high need students	September through June	Principal, Instructional Guide, School Designer
Principal attends all PTA meetings to update parents on transition to Consortium. Parents invited to Student Led Conferences to learn about their child’s readiness for PBAT work. Invite parents to participate in presentations of learning in each grade in June 2015.	Parents	September-June	Principal, Instructional guide, Teachers
Principal writes daily message to the staff to acknowledge staff and student achievements, monthly newsletter to parents to inform them of upcoming events and current teacher practices, and holds monthly community meetings with all grades to build trust and acknowledge students. Principal meets monthly with team leaders to develop teacher leader capacity. Principal facilitates interdisciplinary groups until they are self-sufficient to promote LASW inquiry strategies to support PBATs.	All stakeholders	September through May	Principal, Instructional Guide

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers who will serve as team leaders, funding to support team leader development and after school team meetings, compensatory time to support the role of Instructional Guide. Per session funds for teachers to develop Performance Based Tasks and Assessments. We will conduct SLCs prior to the graduation level PBATs to include parents in the process of getting students ready for this work.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Examine January scholarship report and final project grades from each of the content areas. Examine student projects at the mid-year point to analyze student readiness to achieve a score of competent on the graduation level PBATs in June.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Given the changes and transitions (new principal, new instructional guide, new school designer, and PBAT) for this academic year, it has been imperative to establish clear lines of communication with the families, teachers and students. We wish to continue to support and nurture new and existing partnerships and grants that address the specific needs of our students, parents and community (as per CFN 411 Recommendation 6.4). We have a strong partnership with NYC Outward Bound Schools, which have sponsored the College Day March, among other professional development opportunities. We will use our Community Schools grant in partnership with Urban Arts Partnership to increase family participation in school wide events, parent workshops, and student college readiness activities. We will leverage these partnerships to further strengthen parent satisfaction with our school community. Our High School Quality Snapshot revealed that 95% of parents are satisfied with the education their child received.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will increase family participation in Student Led Conferences to 75%. We will increase family participation in the College Café to 80+ families by June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use parent outreach time to increase teacher-parent communication and attendance at school events such as Curriculum Night, College Café, and SLCs.</p>	<p>Teachers, Parents</p>	<p>September - June</p>	<p>Principal and Instructional Guide</p>
<p>Develop events in the school such as College Café that encourage partnership with parents toward the goal of college readiness for all students, including ELLs, SWDs and high-need students.</p>	<p>ELLs/SWDs/GenEd students</p>	<p>November, May</p>	<p>Instructional Guide, Guidance Counselor, Parent Coordinator</p>
<p>Meet regularly with our partner organizations, NYC Outward Bound and Urban Arts Partnership to evaluate how we can leverage these partnerships to address the needs of parents and students.</p>	<p>Parents, Students</p>	<p>September - June</p>	<p>Principal, Instructional Guide, NYCOB representatives, Urban Arts Coordinator</p>
<p>Continue to develop opportunities to engage families in college and career readiness plans through College Café. Principal attends all weekday and Saturday PTA meetings for report and feedback. Hold monthly community meeting with all grades to acknowledge students. Hold Commitment Week three times throughout the year to reinforce the community values of Compassion, Courage, Respect, Stewardship, and Perseverance. Include Urban Arts Partnership in planning events for parents including the College Café and Curriculum Night to raise awareness about our Community Schools grant and UAPs social work and after school services. Include parents, students, and teachers in learning and discussion about restorative practices, culture and discipline, school safety, and the new cell phone policy through monthly PTA and SLT meetings, to promote dialogue and transparency.</p>	<p>All stakeholders</p>	<p>December-June</p>	<p>Principal, Parent Coordinator, Chapter Leader, Urban Arts Partnership</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community Schools grant, funds to continue partnership with NYC Outward Bound, Urban Arts funded parent engagement events and workshops. Parent engagement funds to support community events.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Attendance at fall College Café will be 75+. Attendance at fall SLCs will be 50%. Attendance at fall Curriculum Night will be 80+ families.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. 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 Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
English Language Arts (ELA)	Wilson Reading Baseline in September 2014	Wilson Reading: word study, leveled readings, interactive writings, time and materials management, goal setting.	Provided for 8 students in grades 9-12 in small group delivery.	During the school day
Mathematics	IEP designation, Teacher recommendation - ongoing	Intensive Review of numeracy, goal setting, tutoring.	One-to-one and small groups	After school, during the day
Science	IEP designation, Teacher recommendation - ongoing	Content and writing support, goal setting, tutoring.	One-to-one and small groups	After school, during the school day
Social Studies	IEP designation, Teacher recommendation - ongoing	Content and writing support, goal setting, tutoring.	One-to-one and small groups	After school, during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral by classroom teacher or through IEP - ongoing	Individual and group counseling sessions by social worker.	One-on-one or small group	During the school day

18K569 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	347 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	8 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	8	# Music	1 # Drama
# Foreign Language	4	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	75.6%	% Attendance Rate	87.4%
% Free Lunch	78.5%	% Reduced Lunch	6.9%
% Limited English Proficient	7.3%	% Students with Disabilities	22.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.7%	% Black or African American	87.5%
% Hispanic or Latino	8.3%	% Asian or Native Hawaiian/Pacific Islander	1.0%
% White	1.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	10.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	5.86
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	51.5%	Mathematics Performance at levels 3 & 4	60.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	82.4%	% of 2nd year students who earned 10+ credits	62.3%
% of 3rd year students who earned 10+ credits	65.1%	4 Year Graduation Rate	78.0%
6 Year Graduation Rate	83.8%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

18K569 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	347 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	8 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	8	# Music	1 # Drama
# Foreign Language	4	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	75.6%	% Attendance Rate	87.4%
% Free Lunch	78.5%	% Reduced Lunch	6.9%
% Limited English Proficient	7.3%	% Students with Disabilities	22.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.7%	% Black or African American	87.5%
% Hispanic or Latino	8.3%	% Asian or Native Hawaiian/Pacific Islander	1.0%
% White	1.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	10.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	5.86
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	51.5%	Mathematics Performance at levels 3 & 4	60.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	82.4%	% of 2nd year students who earned 10+ credits	62.3%
% of 3rd year students who earned 10+ credits	65.1%	4 Year Graduation Rate	78.0%
6 Year Graduation Rate	83.8%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> 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, UAP, and Outward Bound 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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our school partner and co-founder, Expeditionary Learning Schools (ELS), is the developer of common core curriculum recommended for middle schools by New York State. Through collaboration with a School Designer as well as our on site Instructional Guide, we are able to deliver strong professional development towards all students meeting CCSS. We have one full staff PD a week as well as three team meetings in which staff share lessons and student work as a basis for instructional initiatives and teacher moves. Some of the strategies and activities we pursue are:</p> <ul style="list-style-type: none"> Using close reading strategies to support students' accessing text based evidence for claims. Developing classroom culture that supports students in productive struggle with rigorous tasks. Lesson study in department seeking alignment with our capstone common core task, Senior Expedition. Consistent coaching using Danielson rubrics and our own sets of common core derived teaching practice questions implemented by a full time instructional coach. <p>High Quality Off site PD through Expeditionary Learning and our Network.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

n/a

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

n/a

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our team leaders share the responsibility with the Principal and the Instructional Guide for supporting teachers in both their design of in course assessments as well as in managing student preparations for state and city assessments. Team leaders lead protocol driven meetings with the support of the Instructional Guide in which department teachers give feedback on each other’s assessments. School holds Student Led Conferences every 2 times a year in the fall and the spring where students show results of these assessments and discuss them with academic advisor (crew leader) and parent. Multiple observations by Instructional Guide and Principal support teachers in using all this information in their classroom instruction.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$218,832	x	12, 15, 18, 21, 24
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	\$55,956	x	12, 15, 18, 21, 24
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,998,787	x	12, 15, 18, 21, 24

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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 the school. The Kurt Hahn Expeditionary Learning 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 the school and the families. The 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 on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Kurt Hahn Expeditionary Learning School will support parents and families of Title I students by:

- 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 the school community;

The school'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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 Title I Parent Fair/Event 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;

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

- holding an annual Title I Parent Curriculum Conference;
- 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;
- 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 (SPC) Template

The Kurt Hahn Expeditionary Learning 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 parent-teacher conferences each semester 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., Parent-Teacher 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 with 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 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 18	Borough Brooklyn	School Number 569
School Name Kurt Hahn Expeditionary Learning School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Matt Brown	Assistant Principal
Coach Miles Doyle	Coach Elise Doti
ESL Teacher Jessica Kruse	Guidance Counselor Adeola Alexander
Teacher/Subject Area Dana Lawit/ Spec Ed	Parent
Teacher/Subject Area Adam Pisco/Math	Parent Coordinator Eric Waterman
Related Service Provider Dana Lawit	Other type here
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	295	Total number of ELLs	19	ELLs as share of total student population (%)	6.44%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										3	3	3	3	12
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	3	3	3	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	4
SIFE	2	ELLs receiving service 4-6 years	6	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10	2		6			3			19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	2	0	6	0	0	3	0	0	19
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
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										1		2	2	5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											9		3	12
French										1		1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	9	3	5	19								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											4	1	1	6
Intermediate(I)										1	3	1	4	9
Advanced (A)										1	2	1		4
Total	0	2	9	3	5	19								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	6		5	
Geometry	1		0	
Algebra 2/Trigonometry	2			
Math _____				
Biology				
Chemistry	2		1	
Earth Science	3			
Living Environment	8		5	
Physics				
Global History and Geography	8		6	
US History and Government	8		8	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Most of our students do not speak English when they start at our high school and therefore their early literacy skills are assessed orally only. After students are at a basic beginner level our school then assesses them with the DRA and teacher created assessments. We also include family conversations to better understand our students' early literacy skills in their native language. Many of our

students are SIFE and therefore lack a literacy foundation in their native language. This data has helped us better serve our students by providing them to basic grammar and phonetics workshops and support in order to help to develop their language acquisition skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our students reach the proficiency level first in the speaking domain on their NYSESLAT scores. Writing is generally the lowest of the domains on the NYSESLAT scores.
On the LAB-R our students initially score highest on reading and lowest on speaking.
This information shows that the speaking domain is the quickest that my students acquire and they need more support in the writing domeain.
The listening proficiency levels on the NYSESLAT are difficult to really assess because the CD recording is VERY difficult for even a native English speaker to understand; therefore is not a reliable assessment of their listening skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. 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?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Meetings with the guidance counselor and crew teacher (advisor) in order to make sure that students are programmed correctly. Due to the size of our school and number of students their programs are extremely personalized to ensure that students receive a program that meets their language devopement needs. Our school also uses the initial interview information with the family, his/her background and educational information. The content area teachers receive support from the ESL teacher in order to create lessons and assignments that are accessible to all ELLs at our school.
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In bi-weekly meeting with content area classes to ensure that Ells are given support and material they can understand in orer to complete the content.
Weekly meeting with whole staff meeting to collect data about where my Ells are in their classes.
Bi-monthly with the principal to discuss success raits and evaluate if the programs and support that Ells that are receiving is effective and any program changes that would need to be made. At the end of the year students are evaluated by regents results and by teacher created assessments/post investigation assessments.
The post investigation assessment is examined against the pre-investigation assessment; therefore the progress of each student can be seen in the modailities.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. If no NYSESLAT scores are available the student takes the LAB-R exam. 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. Our procedure for accommodating parents and students with native language support during the intake process involves our bilinual secretary (Spanish) and our Math teacher (creole).
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.
At the initial interview, the student and his/her family are informed about their rights as a parent and the language learning options in New York City. If the family choose our school's Free Standing ESL classes, that student begins the process to be placed in classes at our school. The family is invited to attend a video and information session about the three language programs available. Parent Information sessions are scheduled by the ESL coordinator every threee moths and letters of entitlement are mailed. Once a student is in our ESL program and if a student's program has to be modified due to testing results, the family is notified.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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. The returned letters are kept in a binder with the ESL coordinator, Ms. Kruse. ATS reports are used to determine NYSESLAT eligibility listed, which are pulled up and used during the intake process.
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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All ELLs are administered the NYSESLAT on scheduled dates and time in their ESL classroom with their teacher, Ms. Kruse. Testing dates are mailed home to ensure attendance. If a student is absent on the testing day that student is administered the exam on a separate make-up day. All students who attend school complete the exam.
6. 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.) 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**
Our ESL program is what the families have asked for us to provide for their students; therefore what we currently offer to our students does align with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instruction is delivered to ELL students both in freestanding, self contained ESL 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 an afternoon class. Beginner students are also programed to receive content support four days a week for 23 minutes. Advanced students are taught heterogeneously in ESL/ELA courses.

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)?

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 (class periods are 63 minutes and for example the beginner students have two classes per day plus the 23 minutes content support class). 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We are not a bilingual or transitional school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are tested (diagnostics, midterms, and finals) in the four modalities through teacher created assessments throughout the school year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. SIFE students are given two extra support content area classes per week
 - b. Our newcomers are placed in beginner classes
 - c. These students receive two content support classes with the ESL teacher to assist them in their content classes. Contact with family members and crew advisor is made bi-monthly in order to ensure progress is being made.
 - d. These students receive two content support classes with the ESL teacher to assist them in their content classes. Contact with family members and crew advisor is made bi-monthly in order to ensure progress is being made.
 - e. These students receive two content support classes with the ESL teacher to assist them in their content classes. Contact with family members and crew advisor is made bi-monthly in order to ensure progress is being made.
7. 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?
 ELL-SWD students receive additional resource room minutes weekly.
 ELL-SWD receive a range of services depending on their current needs from integrated co-teaching to SETSS in different subjects. During SETSS, ELL-SWD benefit from remediation and acceleration for content courses using strategies such as pre-teaching, direct vocabulary instruction, graphic organizers to understand concept, writing support, and other strategies depending on the needs of the individual ELL-SWD. In ICT classes, special and general education teachers work to modify grade-level materials if appropriate, provide direct-vocabulary support, give instructions verbally and in writing, and other supports depending on the needs of the individual ELL-SWD.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 The school's program is built each year to maximize special education and ELL support services. The school offers a range of services depending on the current need of students: general education with related services only, general education with SETSS, ICT, and ICT with SETSS. Many ELL-SWD require a flexible combination of these services so that they can gain English proficiency in the least restrictive department. In addition to bi-weekly special education team meetings to monitor student progress, each grade and academic department has at least one special education teacher on the team to provide consultation for increasing accessibility of curricula and instruction.

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

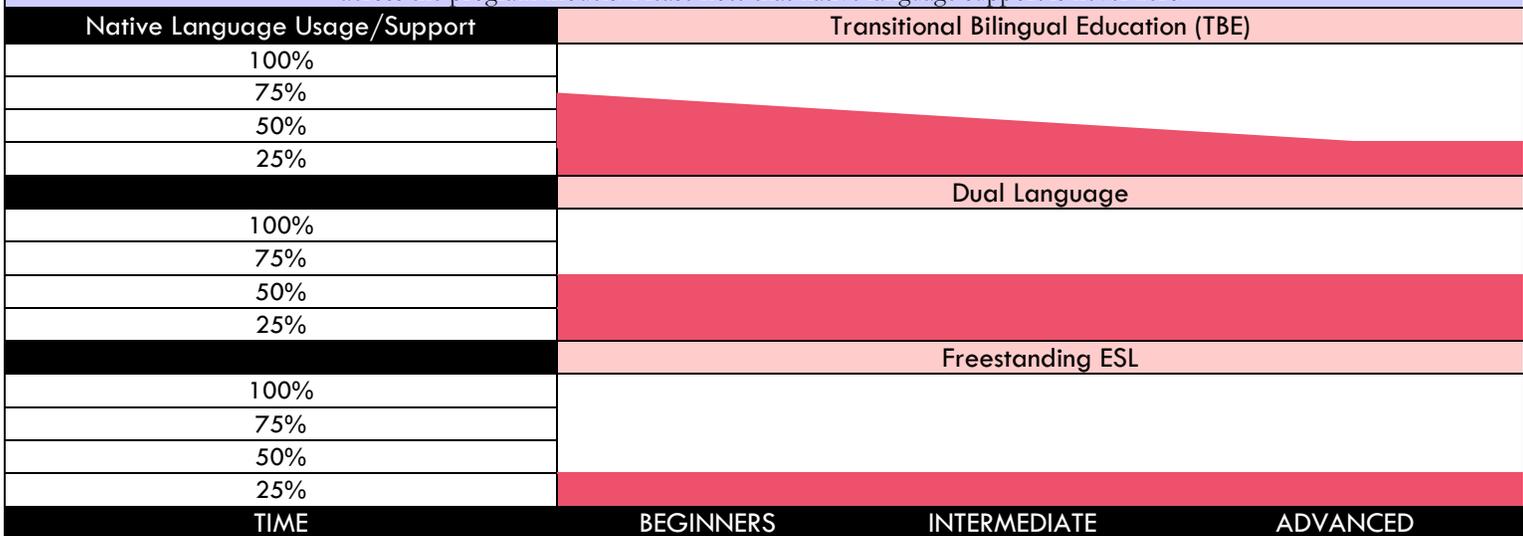
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our program is based on our high attendance rates and the success we have seen on our regents results based on our ESL teacher giving content support. The graduation rate of ELLs also demonstrates our effectiveness.
11. What new programs or improvements will be considered for the upcoming school year?
- No new programs are able to be started due to loss of funding. ESL classes will be improved by starting more self sustained reading time in the classes.
12. What programs/services for ELLs will be discontinued and why?
- Rosetta Stone and afternoon school supports due to loss in title three funding
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We provide equal opportunities to our mainstream and our ELL population to encourage language, social, and emotional emission skills to all our students.
- Our ELLs are offered access to all sports, Urban Arts programs, theatre and arts programs, and tutoring. Additionally our ELLs are given specific ELL tutoring and credit classes with our partner school ITAVA.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The usage of our computer labs, ipads, and the elmo in support language learning.
Instructional materials: content textbooks, Milestones, picture dictionaries, novels, translation dictionaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL classes students use translation dictionaries, picture dictionaries, and bilingual reading assignments when available.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ESL teacher and content area teachers are aware of the importance of using grade and age appropriate work in order to make it accessible to all students. In our ESL class we use Milestones and Grammar steps that provide our students with high interest and low level readings.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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. When newly enrolled ESL students come in the middle of the school we pair them up with an ELL who has been in our school for over a year who mentors and helps to direct the new student for a 2-3 week time period.
18. What language electives are offered to ELLs?
- Spanish elective classes are offered to ESL students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. During the school year we have weekly meeting as an entire school staff and bi-weekly with content and grade level teachers. (a total of 12 hours per month of professional development).d

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. Departments co plan and tune lessons that expose all students, including ELLs to common core tasks. Lessons are filmed and critiqued at department level as well as whole staff with an eye towards entry point for all ELLs (and SWDS). From these efforts, we are consistently identifying best practices for preparing diverse learners for common core success. The school secretary for our school maintains the number of hours our ESL teacher has completed of professional development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. The translation resources that are available are staff members who are bilingual in students' languages in order to ensure a smooth transition into school and to gain as much parent involvement as possible.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Kurt Hahn Expeditionary Learni

School DBN: 18K569

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matt Brown	Principal		1/1/01
	Assistant Principal		1/1/01
Eric Waterman	Parent Coordinator		1/1/01
Jessica Kruse	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Miles Doyle	Coach		1/1/01
	Coach		1/1/01
Adeola Alexander	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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).