



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

18K569

School Name:

KURT HAHN EXPEDITIONARY LEARNING SCHOOL

Principal:

MATT BROWN

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
Grades Served: 9-12
School Address: 5800 Tilden Avenue Brooklyn, NY 11203
Phone Number: 718-629-1204 Fax: 718-629-1076
School Contact Person: Veronica Coleman Xavier Email Address: Vcoleman3@schools.nyc.gov
Principal: Veronica Coleman Xavier
UFT Chapter Leader: Sara Heymont
Parents' Association President: Kelly Smith
SLT Chairperson: Veronica Coleman Xavier
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kelly Smith
Student Representative(s): Jamel Hilaire
Imajesty Williams

District Information

District: 18 Superintendent: Kathy Rehfield-Pelles
Superintendent's Office Address: 335 Adams Street, Room 508
Superintendent's Email Address: KRehfield@schools.nyc.gov
Phone Number: 718-923-5181 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: (718) 935-5618 Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 Xavier	*Principal or Designee	
Sara Heymont	*UFT Chapter Leader or Designee	
Kelly Smith	*PA/PTA President or Designated Co-President	
Maura Chisam	DC 37 Representative (staff), if applicable	
Kelly Smith	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jamel Hilaire	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Imajesty Williams	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	
Dana Lawit	Member/ CSA	
Adeola Alexander	Member/ Guidance Counselor	
Suzette Billy	Member/ Parent	
Paulette Hutchinson	Member/ Parent	
Donna Johnson	Member/ Parent	
Kenya Dupree	Member/ Student	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jacqueline Arthurs	Member/ Parent	
Toinette Paul	Member/ Parent	
	Member/ Student	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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. Kurt Hahn is also a member of the New York State Consortium of schools exempt from all but the ELA Regents Exam. Instead, students 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.

Last year, the school saw an increase in credit accumulation by the school's second year students as compared to the 2013-14 school year. Our third year students, however, continue to struggle to earn 10+ credits. One challenge will be to ensure that our current second year students continue to earn 10+ credits in their junior year, and that our rising seniors receive adequate support to prepare them for a June graduation.

Another challenge that the school community faces will be 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.

Framework for Great Schools

Kurt Hahn made the most progress this year in the area of teacher collaboration . Teachers participate in several teacher teams including grade teams, department teams, advisory teams, the instructional leadership team, and interdisciplinary teams to analyze student data. This work informs instructional practices and drives the revision and refinement of school curricula. Teachers work in collaborative teams to discuss individual and class data analysis and use the data to inform instructional practices, plan curriculum and design assessments. Teachers focus on those elements of the inquiry cycle that they determine to provide the greatest leverage.

Department team leaders were trained in leadership development, initiated vertical portfolio planning and continue to align curricula vertically to the demands of the Common Core and the consortium rubrics. The model teachers, along with a group of interested colleagues, have developed an inter-visitation team with a school-wide focus on writing. To support this work, the school partners with New York City Outward Bound to provide the inter-visitation team teachers with training in low inference observations and protocols that support meaningful conversations about teacher practice.

During teacher meetings, teachers look at class and individual student work on PBATs and discuss the students' progress towards meeting their goals. Teachers focus their conversations about practice and student work on student achievement and look closely at student achievement data to assess the impact of their work to inform instructional practices.

Our key area of focus for this year will be in the area of rigorous instruction . The school community will work 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. In addition, we will grow our math program to ensure that students have access to four years of rigorous college preparatory math instruction using project based learning.

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 – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Teachers worked during the 2014-15 school year to adapt their curriculum maps to accommodate our transition to the NY Performance Assessment Consortium. Throughout the year structures were developed to ensure that curricular revisions were made at regular intervals to ensure that the needs of all students were being met. Teachers backwards plan Expeditions and Units based on project based, performance assessments and work collaboratively within departments to ensure vertical alignment to the graduation level PBATs, and across grades to ensure that appropriate skills are developed at each grade level.</p> <p>Areas to improve include more closely adhering to the elements of expeditionary learning case study planning including the incorporation of field work. In addition, our work this year will be to look closely at mechanisms for including time in each learning cycle for student revision of work to ensure that products are of high quality. Teachers will also work to improve systems for the use of formative assessment and will transition to mastery based grading during the 2015-16 school year.</p> <p>We will continue to focus on the tenth grade to ensure that our students are on track for four year graduation.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will increase credit accumulation of second year students to 80%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Walk-throughs to provide teachers with formative feedback to address the needs of all students with weekly meetings between the Principal and the Assistant Principal/Instructional Guide to coordinate feedback. Cycle of observations that includes timely feedback and clear next steps.</p> <p>Implement our new school-wide grading policy beginning with a set of</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal/AP/IG, School Designer, Team Leaders</p>

<p>grading guidelines for teachers intended to re-focus assessment on academic mastery, instead of non-academic measures. Continued professional development through NYC Outward Bound on the implementation of the EL model and ongoing PD through the Consortium.</p> <p>Teachers will continue to meet in teams to use the cycle of inquiry to implement instructional strategies and evaluate their effectiveness by using LASW (Looking at Student Work) protocols.</p>			
<p>Tuning protocols of lesson plans, with a focus on increasing writing skills for ELLs/SWDs and students in the lower third. Special Education teachers develop curriculum maps alongside content teachers. The ESL teacher will coordinate strategies with content teachers, particularly in those classes where she will push in. Wilson reading for the most struggling readers.</p> <p>Teachers will use Standard Based grading to provide students with frequent, meaningful feedback. Students will be given the opportunity to make up missing or late assignments prior to the end of the term as per the school wide grading policy. Crew teachers will prepare students for Student Led conferences during which they will describe their progress towards earning</p>	<p>ELLs/SWDs/GenEd</p>	<p>September 2015 – June 2016</p>	<p>Principal, AP, Team Leaders</p>

credits in each of their classes. Students and parents will be kept apprised of their progress through the online grading system, Pupil Path (Skedula).			
<p>Student led conferences with a focus on writing products and preparation for PBAT so that parents understand the new graduation requirements.</p> <p>Workshops for parents on how to support students as they complete Performance Assessments and on the use of Pupil Path.</p>	Parents	September through March	Principal, AP/IG, Parent Coordinator
<p>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 2nd year students.</p> <p>Consult Instructional Leadership Team on PD planning.</p>	Teachers, Students, Parents	September through May	Principal, AP/Instructional Guide, UAP Community Schools Partner, NYCOB

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support from NYC Outward Bound School Designer, adding the Assistant Principal position, 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. Funds to support the work of the Instructional Leadership Team to contribute to PD planning. Fund to support the 10 th grade Urban Expedition trip. Funding to support the Wilson class and additional training for Wilson teachers.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will analyze the fall scholarship report as a mid-point benchmark. We will see 5+ credit accumulation of 80% for the first semester in the tenth grade. We will complete this work in January 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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 element of the Framework for Great Schools 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 trends and 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 YTD attendance increased this year from 87.6% to 90.9%.

Teachers in crew continue to develop curriculum that addresses both the academic and socio-emotional needs of their advisees, including the use of Restorative Circles. In the 2015-16 school year, we plan to introduce Peer Mediation to continue to address the needs of our students. A trained Peer Mediation coordinator will train and guide students as we build these systems to further support a safe and healthy school environment.

Through our partnership with Urban Arts Partnership, we will continue to provide students with counseling and wrap-around services, along with after-school programming to create a welcoming and productive environment through the afternoon.

We will continue to look carefully at student discipline data to determine ways to support our students through non-punitive, restorative practices, including circles in Crew and Peer Mediation.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and 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 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Walk-throughs of crew to monitor and provide feedback on the use of socio-emotional learning targets and resources including the implementation of</p>	<p>Teachers and students</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, School Designer</p>

Morningside Circles Training.			
PD on developing socio-emotional needs of the students through restorative circles in crew, anti-bullying training and curriculum, and developing group facilitation and discussion protocols	ELLs/SWDs/ other high need students	September 2015-June 2016	Principal, Assistant Principal, UAP Community Partner
Provide parent workshop cyber safety and include parents in school-wide discipline shift to restorative practices.	Parents	September 2015-June 2016	Parent Coordinator, Principal, PUSH Coordinator
Restorative Circles: to create a supportive community in anticipation of restorative justice practices. Peer Mediation Coordinator will train students to implement peer mediation program based on summer training. Parent updates will be provided each PTA and SLT meeting for feedback and input.	All community stakeholders	September 2015-June 2016	Crew Teachers, Peer Mediation Coordinator, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Training opportunities provided through Urban Arts Partnership and Morningside Center. Funding to support the Peer Mediation Coordinator and Restorative Justice roles through a compensatory time positions. 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 cyber safety. Resources to support off-site PD for teachers through the Consortium and NYC Outward Bound.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>In our 2014-15 School Quality Review, the reviewer noted that: “Across the school, teachers are engaged in inquiry-based, structured teacher teams to analyze classroom practice, data and student artifacts. Additionally, the principal has fostered leadership structures to enable teachers to have an integral role in key decisions that promote and improve student learning.”</p> <p>At Kurt Hahn, teachers design curricula using Understanding by Design principles, and Expeditionary Learning mapping tools that begin with assessment design. As part of the consortium, teachers design assessments that align to the consortium rubrics for their discipline and create a developmental sequence of skills by department that align with both the consortium and Common Core Learning Standards. NYC Outward Bound consortium school leaders and faculties met in August to refine and/or revise curricula and provide peer feedback focused on the quality of curricula and assessment plans.</p> <p>Teachers submit drafts of their curriculum to the school leader and the instructional coach for feedback. Department meetings throughout the year continue the work to vertically align curricula, plan portfolios and look at student work to refine the plan and establish hierarchy of mastery. Teachers meet in grade teams during professional learning opportunities to review tasks across the grade. They then meet in department teams to refine and align tasks to the consortium rubrics and the Common Core with a focus on preparing for end of year presentations of learning. Teachers provide each other with feedback to ensure the vertical alignment of departments and the scaffolding of learning experiences for students in anticipation of graduation level PBATs.</p>		

Teachers use Expeditionary Learning core practices to plan units of study that include a kick-off, the building of background knowledge, and project based learning. During Explore Week intensives, students have the opportunity to take an intensive course, rich with fieldwork and hands-on learning that enables them to explore a topic or issue in depth. The

Teachers participate in several teacher teams including grade teams, department teams, advisory teams, the instructional leadership team, and interdisciplinary teams to analyze student data. This work informs instructional practices and drives the revision and refinement of school curricula.

Teachers work in collaborative teams to discuss individual and class data analysis and use the data to inform instructional practices, plan curriculum and design assessments. While the principal provides the resources, teachers focus on those elements of the inquiry cycle that they determine to provide the greatest leverage. Examples include, framing questions, reading literature, tuning teacher practice, planning implementation, and examining data and student work. Department team leaders were trained in leadership development, initiated vertical portfolio planning and continue to align curricula vertically to the demands of the Common Core and the consortium rubrics.

Through this collaborative work, teachers have identified a need for growth in the area of providing students with frequent formative feedback that will improve their writing in preparation for graduation level PBATs. This will be an area of focus for 2015-16.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, interdisciplinary inquiry team members will collaboratively analyze the impact of teacher feedback, peer feedback, and self-reflection to improve writing skills as measured by a 10% increase in the number of students scoring “good” on the graduation level PBATs we administer.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional leaders will provide PD on providing students with different forms of feedback. Interdisciplinary teams will work to implement new strategies and use Looking at Student Work protocols to evaluate impact.</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Principal, AP/IG, School Designer</p>
<p>Teachers develop writing strategies to increase student engagement for all students including ELLs and SWDs in our school-wide instructional goal, with a particular focus on providing students with frequent formative feedback.</p>	<p>ELLs/SWDs/ high need students</p>	<p>September 2015-May 2016</p>	<p>Principal, AP/IG, School Designer, Team Leaders</p>

<p>Principal attends PTA meetings to help parents better understand school-wide instructional goals throughout the year, including how students can use feedback to improve their writing.</p> <p>Student led conferences with a focus on writing products and preparation for PBATs so that parents can support this work. Use online grading and a publicly shared grading policy to share student progress with families and provide students opportunities for revision.</p>	<p>Parents, Students</p>	<p>September 2015-May 2016</p>	<p>Principal, Parent Coordinator, AP/IG, School Designer</p>
<p>Team leaders, with the support of the school leader, guide their teams through cycles of inquiry that include LASW protocol. Continue to fine-tune interdisciplinary work, including tuning teacher work and looking at student work. Teachers provide students with frequent feedback based on inquiry findings and use an online grading system to keep parents informed of their child's progress.</p>	<p>All community members</p>	<p>September 2015-May 2016</p>	<p>Principal, Parent Coordinator, AP/IG, School Designer</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session to support teaming, teacher leaders, early release of students on Wednesdays as per SBO, math coaching resources and math conferences, funds to cover teachers visiting other schools, funds to cover PD through NYC Outward Bound including the National Conference.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>	<p>X</p>	<p>Title I TA</p>	<p>X</p>	<p>P/F Set-aside</p>	<p>X</p>	<p>21st Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016 75% of students taking an interim writing performance task will perform at the competent level in at least one subject area.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Teachers are developed at Kurt Hahn to be leaders of their own learning. Through the development of team leaders, and careful instruction on the use of inquiry to drive student achievement, teachers develop and implement strategies to drive credit accumulation and high quality student work.</p> <p>Teachers work in collaborative teams to discuss individual and class data analysis and use the data to inform instructional practices, plan curriculum and design assessments. While the principal provides the resources, teachers focus on those elements of the inquiry cycle that they determine to provide the greatest leverage.</p> <p>There is a need to increase the level of rigor in content and instruction. In 2015-16, school leaders will look carefully at the level of rigor in teacher instruction, along with providing teachers with ongoing professional development in writing strategies to promote high quality student work.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to promote high quality writing in the content classroom, resulting in teachers improving one performance level reflected in component 1e.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>PD for teachers around writing strategies for all students. Visits to other Consortium schools to collaborate with and observe colleagues.</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Principal, AP/Instructional Guide, School Designer, Teachers</p>
<p>Principal and IG and SD provide PD based on walk-throughs and diagnostic data to ensure that all students are supported with writing, including</p>	<p>ELLs/ SWDs/ high need students</p>	<p>September 2015-May 2016</p>	<p>Principal, AP/Instructional Guide, School Designer, Teachers</p>

ELLs/SWDs/ and high need students. Principal reviews school-wide data to inform PD based on the needs of high-need students.			
Principal attends all PTA meetings to support parents to assist students with writing and revision. 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 2016.	Parents	September 2015-May 2016	Principal, AP/Instructional Guide, School Designer, Teachers
Principal writes weekly 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 in support of vertical planning to support the school wide writing goal. Principal and AP/IG facilitate interdisciplinary groups until they are self-sufficient to promote LASW inquiry strategies to support PBATs.	All stakeholders	September 2015-May 2016	Principal, AP/Instructional Guide, School Designer, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding to support teachers who will serve as team leaders to attend weekly planning meeting with school leaders. Funding for outside PD provided by NYC Outward Bound/ Expeditionary Learning including attendance at local, regional and national conferences.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Formal observation data in January 2016 will show an increase in performance by one rating level on component 1e as compared to the June 2015 data.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>The principal communicates with parents through a monthly newsletter and by discussing expectations for student achievement at monthly PTA meetings. The school also holds a bi-annual college café to build an ongoing dialogue with students and their parents about college choices and preparing for college.</p> <p>Through Student Led Conferences, student report their own data to parents, including information on their current progress in classes, their progress on performance based assessments and their readiness for the next level of high school and for college.</p> <p>While our structures for family communication are strong, our average attendance at SLCs this year was 50% and our highest attendance at College Café was 80 families.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Increase attendance to the fall SLCs to 60% by November 2015 and fall College Café to 60 families.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</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>Sept- June</p>	<p>Principal and AP/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>Sept - 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 updated cell phone policy through monthly PTA and SLT meetings, to promote dialogue and transparency.</p>	<p>All stake-holders</p>	<p>December-June</p>	<p>Principal, Parent Coordinator, Chapter Leader, Urban Arts Partnership</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By November 2015, we will measure success by the number of families who attend SLCs and College Café. We will see an attendance rate of 60% of families at Student Led Conferences and 60 families at College Café.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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, after school
Mathematics	IEP designation, Teacher recommendation - ongoing	Intensive Review of numeracy, goal setting, tutoring, support class.	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

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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, staff, and paraprofessionals 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.

High Quality Off site PD through Expeditionary Learning and our Network.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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/information, 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 AP/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 AP/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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	242,002.00	x	5
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	57,245	x	5
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,331,568.00	x	5

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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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;
- 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;

School – Parent Compact

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the 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.
 - being aware and accepting areas of needed improvement
 - reaching out and asking for help in identified areas of needed improvement
 - setting my own goals to succeed
 - being disciplined and staying focused

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition 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 ENL teacher, and one parent.

Principal Veronica Coleman	Assistant Principal Dana Lawit
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Rachel Lamb	School Counselor Adeola Alexander
Teacher/Subject Area Janis Dallemand/Special Ed	Parent Kelly Smith
Teacher/Subject Area type here	Parent Coordinator Eric Waterman
Related-Service Provider Vivian Torres	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	357	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	2
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	11	5	0	1			1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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				0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										4	2		6	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1	1			0
Emerging (Low Intermediate)										1			1	0
Transitioning (High Intermediate)										1			1	0
Expanding (Advanced)										2			3	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	0	0	0
Geography				
US History and Government	1	0	0	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 NYSITILL our students initially score highest on reading and lowest on speaking. This information shows that the speaking domain is the quickest that our students acquire and they need more support in the writing domain.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use the AMAO tool to discern what area of skill development in the four domains we need to focus on in the coming year. The data from the spring 2015 test administration reveals that our students are making progress in the area of reading and speaking, and that we need to continue to develop strategies for writing and listening comprehension. This past year, the AMAO 1 data was not available when we entered the relevant data. However, the AMAO 2 data reveals that we are on track to meet AMAO 2 through 2016-17.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - 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 home language used?

As a member of the performance Consortium, teachers use class level data based on students performance assessments (written projects with oral defense) to monitor progress. With the new CR Part 154 regulations requiring our ESL teacher to push in to content classes, we are better able to monitor and assess our ELLs progress in all four domains. We did not administer the Periodic Assessment last year and do not intend to administer it this year. Rather, we will continue to provide support for ELLs in our ENL courses, Social Studies content classes, and our after school enrichment course for ELLs to push skill development in all four domains. The school leader supports these through programming choices based on the results of the NYSESLAT and NYSITELL and the needs of our students. Our population is mainly a Haitian Creole speaking population. We have partnered with Flanbwayan, a local Haitian literacy project, to run an afterschool arts and literacy program that will allow students to use their first language to further develop both first and second language literacy skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new 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 small number of students, their programs are extremely personalized to ensure that students receive a program that meets their language development 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 both planning and implementation now that our ESL teacher pushes into the content class. In order to create lessons and assignments that are accessible to all ELLs at our school, the ESL teacher works closely with teachers across the curriculum to ensure that teachers are aware of the needs of particular students, providing scaffolding suggestions to support instruction.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Our school has created meetings with content area classes to ensure that ELLs are given support and material they can understand in order to complete the content. Meetings with the whole staff meeting to collect data about where our ELLs are in their classes and graduation path. Meetings with the principal to discuss success rates and evaluate if the programs and support that ELLs 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/or PBATs 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 modalities. Last year we had 6 students who tested competent, meeting AMAO 2.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 New York State Identification Test for English Language Learners (NYSITELL) 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 with the assistance of our ESL teacher, Rachel Lamb and a translator where needed. During this initial meeting, the child is interviewed informally by Ms. Lamb, with the assistance of an interpreter where needed to further support the decision to test. Based on their level of English competency, as well as responses to the HLIS, the student is tested by Ms. Lamb, ESL/ELL Teacher, using the nYSITELL test and the Spanish LAB where appropriate. 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. If a parent does not speak English, a translator is provided, either using qualified staff or the translation and interpretation unit during the interview and subsequent meetings with parents.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are newly identified ELLs, and in grade 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. As part of the SIFE Identification Process we administer the oral interview questionnaire. This questionnaire contains questions pertaining to the student's family background, education history, language and literacy practices and other questions to gauge student's possible gap in prior schooling.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT members who include the ESL teacher, Principal, parent and Director of Special Education Janis Downing, and a translator who speaks the parent's language meet when a new student with an IEP enters our school. The team decides whether or not the student is eligible to take the NYSESLAT based on the student's history of language use in the school or home, the IEP, which includes assessments administered in the student's home language, and information provided by the CSE as to whether the student's disability is the determinant factor affecting whether the students can demonstrate proficiency in English. If the team determines that the student may have language acquisition needs, the student takes the NYSITELL. If they determine that the student does not have a language acquisition need, they make a recommendation to the Principal for review. The Principal accepts or rejects the recommendation within 20 days. Students who are determined to have a language acquisition need are placed in the ESL program within 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement letters, Parent Surveys and Program Selection forms are mailed to students' homes by Ms. Lamb, the ELL teacher, in the students'/families' native languages. Letters are kept in a binder with the ESL coordinator, Ms. Lamb and a google doc with a record of the letters sent out is maintained as well. ATS reports are used to determine NYSESLAT eligibility listed, which are pulled up and used during the intake process.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed at the initial meeting parent orientation meeting by ESL teacher Ms. Lamb that they have the right to appeal the school's identification process if they feel that their child has been misidentified within 45 days. Parents and student 18 and older may make the appeal directly to the Principal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are shown the Parent Orientation video and are provided information about program options in their home language. Attendance records, staff members present at the orientation, and languages used other than English are recorded. After the orientation, which includes information about curriculum, Common Core Learning Standards, and assessments, parents are asked to return the Parent Survey and Program Selection form within 5 days. If the parent selection form is not completed or returned, the default program is Bilingual (TBE). We do not currently have the requisite number of students for a TBE program. However, should a program become available parents who had previously chosen TBE will be notified by ESL teacher, Ms. Lamb. Copies of the parent choice form are kept on file.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The School Secretary follows up with the family by phone using the Translation and Interpretation Unit or school staff who speak the parents' home language to ensure that parents return the surveys. We then record the parent choice on the ELPC screen in ATS. If the form is not returned we record the parent choice on the ELPC screen as Bilingual Education. We do not currently have the requisite number of students for a TBE program. However, should a program become available parents who had previously chosen TBE will be notified by ESL teacher, Ms. Lamb. The number of students who speak a language at each grade level is monitored each year as we receive new students and the NYSESLAT/NYSITELL results. Should the appropriate number of students whose parents have indicated TBE as their first choice enroll in a given year, we will open a TBE program and parents will be notified by the school secretary, Ms. Blitzer that a TBE program is now available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The School Secretary monitors this through the child's permanent record, where she notes that the form was not returned. Outreach to parents is made by both the ESL teacher Ms. Lamb and by the intake secretary using the translation and interpretation unit or qualified bilingual staff where needed. Forms are stored in the child's permanent record.

9. Describe how your school ensures that placement parent notification letters are distributed.
The School Secretary mails the letter home and follows up by phone. The ESL teacher, Ms. Lamb oversees the printing of letters in the parents preferred language. Ms. Blitzer, the school Secretary assists in mailing the letters home. A copy is retained in the child's permanent record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
These are kept in the student's permanent record and is maintained by the school secretary, Ms. Blitzer. The school principal, guidance counselors and school secretary have access to these files.
11. 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 students are tested during the regular school day, by ESL teachers Rachel Lamb and Rachel Lamb with make up days for students who are absent for any section. Teachers administer the oral section of the exam to those students whom they do not teach.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL teacher prints and distributes continued entitlement, non-entitlement and transitional support parent notification letters each year once the student's level is determined.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
We have a very small program with only 13 students. Parents who have not returned the form are entered in ELPC as Bilingual Education, but we do not have the numbers to open a bilingual program. All other parents have chosen ESL. Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree. This year 4 out 4 new ELL parents chose ESL as has been the trend for the past several years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
In the stand alone ENL class, the ESL teacher provides students with a literacy based approach to project based learning, content specific vocabulary using the following Learning Targets:
 1. I can choose evidence from my reading to support analysis
 2. I can understand the big ideas and summarize when I am reading
 3. I can understand and analyze word choice and language use
 4. I can determine the meaning of the words and phrases as they are used in text
 5. I can state a position and justify it with appropriate reasoning and evidence (writing and speaking)
 6. I can write and speak following the rules of the English language

In the Integrated Social studies classes, the ESL teachers support curriculum development to ensure that the material is appropriately scaffolded for ELLs including explicitly teaching academic vocabulary and providing regular support with all four domains. Students will be grouped based on their transcripts and grade level based upon what they need for correct credit accumulation. Students are grouped first by proficiency level, then by grade level. The groupings are heterogeneous in the integrated Social Studies classes based on the students grade level (i.e. there may be mixed levels of proficiency in the 10th grade integrated Social Studies class). Students in the stand alone ENL class are group homogeneously by grade band and proficiency.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We are a small school with a small population of ELLs and at this time have one certified ESL teacher. The classes run 57 minutes, which enables us to meet the required number of instructional minutes (for example the beginner students have two classes per day plus push-in content support classes). Students are also provided with additional tutoring (beyond the mandated minutes with their ESL teacher during after school support, 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. Entering students are provided with 540 minutes of instruction, emerging students are provided with 360 minutes of instruction, transitioning students are provided with 180 minutes of instruction, expanding students are provided with 180 minutes of instruction and commanding students are provided .5 units of integrated ENL. At each level, the distribution of minutes to ENL or integrated instruction is as per CR Part 154.

3. Describe how core content is delivered in each program model. 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. All of our materials are created by our teachers. As a project based learning school, ESL teachers design project based learning in conjunction with content area teachers in order to prepare students for graduation level PBATs. In addition, literacy is infused across the curriculum which supports students as they prepare for the Common Core ELA exam and to make progress on the NYSESLAT. All of our curricular maps are designed in accordance with the COmmon Core ELA Standards.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are encouraged to present their Student Led Conferences in their home language, with the help of a translator, so that they can self assess their current progress and process next steps in their first language.

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. Since we are a project based learning school, all of our summative assessments include an evaluation of progress that includes all four modalities. Teachers use formative assessment throughout each case study to monitor and adjust instruction to meet the needs of students in each modality. Students are assessed with at least one project per marking period and through SLCs twice yearly.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE students are given two extra support content area classes per week.

b. Our newcomers are placed in beginner classes and receive testing accommodations.

c. These students receive two content support classes with the ESL teacher to assist them in their content classes and testing accommodations. 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 and testing accommodations. Contact with family members and crew advisor is made bi-monthly in order to ensure progress is being made.

e. These students receive .5 units of integrated instruction as well as testing accommodations for up to two years after exiting.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Between 6 and 12 months, the principal reviews the Re-Identification process decision by consulting with a content teacher, the ESL teacher, the parent, and the student. If the student has been adversely affected by the determination, additional support services are provided as defined by CR Part 154 and the determination is reversed in consultation with the Superintendent.

8. 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 resource room minutes weekly (school workshop).

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. We also ensure that our students get extended time on the regents and a translation dictionary. During PBATs we provide additional accommodations by following the consortium guidelines for ELL-SWD. Students are encouraged to conduct required research in the first language using library and internet resources where available.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. For curriculum design we use universal design approach. Also focus on differentiation and we scaffold in order for our student to have access to the content, which includes but is not limited to vocabulary instruction, reading supports, and remedial instruction in SETSS and/or ICT classes. The Special Education coordinator, teachers of the student, parent, and school psychologist meet with the student during the IEP conference to determine if ICT is the appropriate setting.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

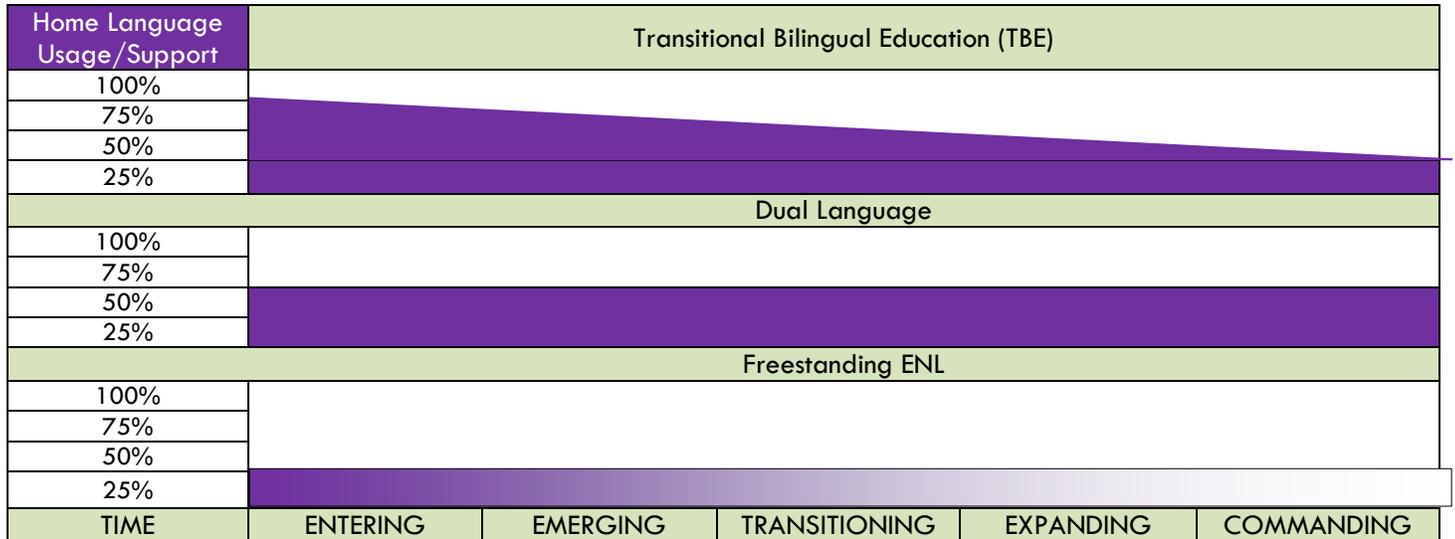


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 (Skedula), 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, including math and other core content area classes. Data is reviewed by teachers after each marking period (6 times per year). 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 and Saturday courses in all content areas where needed. Students who fall behind in credits are offered an extended day to re-take courses. Students also receive tutoring and enrichment in their first language (Haitian Creole) through our Wednesday after school program with Flanbwayan.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effective at meeting the needs of our ELL students in an immersion setting. All members of the community are informed of ELL status at the beginning of each year and as new students enter the school by our ESL teacher. The effectiveness of our program is based on our high attendance rates and the success we have seen on our regents and PBATs results based on our ESL teacher giving content support. The graduation rate of ELLs also demonstrates our effectiveness.
12. What new programs or improvements will be considered for the upcoming school year?
Our school will begin the new program with a push-in model. That teacher will push into social studies according to part CR-part 154. This is a PBAT class and the ESL teacher will best support the students in that class with the writing and reading in this content class. The ESL teacher will work with the content teacher to plan and support the ELLs in the content class.
13. What programs/services for ELLs will be discontinued and why?
We will discontinue the workshop class where our ELLs worked on their content classes, that class will no longer be a part of our schedule in 2015-2016 school year.
14. 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 immersion 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. ELL students are also offered an afterschool program once per week through Flanbwayan.
15. What instructional materials, including technology, are used to support ELLs? Include core 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, and translation dictionaries. Students are encouraged to engage in project research using library materials and internet source materials in Haitian Creole, French, or Spanish.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the ENL program, students are encouraged to engage in project research using library materials and internet source materials in Haitian Creole, French, or Spanish.
17. Explain how the school ensures all required services/resources support and 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. To ensure that the requires service support age and grade levels, students are provided integrated and ENL services in a homogeneous environment for ENL and a heterogeneous environment in integrated Social Studies classes.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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 year 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. In addition, the ESL teacher, guidance counselor and school principal meet with newly enrolled students to ensure they understand their program, know where to go for assistance, and to introduce them to their teachers and student mentor.
19. What language electives are offered to ELLs?

Spanish elective classes are offered to ESL students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL personnel have multiple opportunities for professional development: 1) weekly 100 min. whole-staff professional development sessions are designed and delivered by the Instructional Guide and aligned to school-wide instructional goals; 2) weekly interdisciplinary teacher meetings where teachers identify and investigate practice questions through learning, implementing, and looking at student work; 3) off-site professional development with DELLSS, NYCOB, and other agencies; and 4) school visits. All staff including speech therapists, special education teachers, and secretaries attend staff development relevant to their titles to ensure they can fully support our ELLs. Our calendar of PD includes: September 8, November 3, February 1, June 9 and weekly Wednesday extended PD.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our school's membership in the NYS Performance Consortium means that students and reading, writing, and problem solving in all of their classes, not just math and science, aligned to the Common Core Learning Standards. Professional learning includes strategies to support ELLs throughout the reading, writing, revision, and problem solving processes. All of our PD is run using the EL Education model, our whole school instructional model, whose core practices are fully aligned to the Common Core. Our ELL teachers are provided with additional support by attending PD provided by the Affinity Field Support office and DELLSS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers receive professional development in support of the school-wide academic advising program: Crew. Crew adviser learning includes the developmental needs of students as they articulate from middle to high school, as well as the particular needs (both social-emotional and academic) of ELLs and SIFE students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Teachers receive professional development in support of the school-wide academic advising program: Crew. Crew adviser learning includes the developmental needs of students as they articulate from middle to high school, as well as the particular needs (both social-emotional and academic) of ELLs and SIFE students.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school schedules these annual meetings after school during the first two months of school and includes the ESL teacher and school parent coordinator along with personnel available for translation. We discuss the progress of each child based on the NYSESLAT results, and academic record from the previous year. If parents are not available to meet in person, we provide this information by phone or in writing using the Translation and Interpretation unit where needed.

For Question 2 below: Records for annual individual meetings are kept by the students' crew teacher for Student LEd Conferences and the ESL teacher for meetings with the ESL teacher. If the meetings are held by phone, the contact is recorded in Skedula or through iLog if the outreach is made by the school secretary. Translation services are provided using qualified staff or the translation and interpretation unit as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are included in all school wide events and are encouraged to participate in student led conferences, PTA meetings and SLT meeting using the Translation and Interpretation unit where necessary. Our Parent Coordinator, Eric Waterman communicates with parents using email, text, phone calls, and a monthly newsletter. Parents are invited to participate in Family Day, College Café where we offer a workshop for ELLs and their parents on immigration law and applying to college, Student Led Conferences where translators are made available, monthly PTA meetings, and student presentations of learning (roundtables, art exhibition, senior exhibition).
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, we partner with Urban Art Partnership to provide services to ELLs through our Community Schools grant. Translation services are made available using qualified staff or the translation and interpretation unit.
5. How do you evaluate the needs of the parents? The parent coordinator communicates regularly prior to all school wide events to determine the needs of our parents. We use the learning environment survey to evaluate our service to parents. Surveys are also given to parents at each student led conference to assess parent needs and satisfaction with our level of communication and support.
6. How do your parental involvement activities address the needs of the parents?

Parental Involvement: We have periods of very high parental involvement. Two 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 evaluate the needs of the parents based on school surveys (given at each of the two 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.

D. Additional Information

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

Our school is part of a campus wide academic intervention services program. We provide support for ELA classes through focused reading, writing with rubrics to our ELLs. Mathematic supports are focused on skill based and targeted support to meet individual

needs. Science and Social Studies are supported through focused reading, writing with rubrics, and vocabulary supports for academic vocabulary. These supports are done in small group settings, one-on-one supports, and tutoring. The supports are provided during the school day, before or afterschool, and during Saturday school. All our ELLs are invited to all four academic intervention services in order to further their language learning and ensure successes in their content classes.

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K569** School Name: **The Kurt Hahn EL School**
Superintendent: **Kathy Rehfield**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. We create a report in google drive which we update regularly with the language preferences of our ELL parents for both written and oral communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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 need to be aware of which families need this support due to our student led conferences and significant crew outreach efforts. Two weeks prior to Student Led Conferences crew teachers will reach out to the Translation and Interpretation Unit to arrange for translation for parents who need it.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We send out invitations to Student Led conferences in October and March and a bi-monthly newsletter.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have Student Led Conferences in November and March, Curriculum night in October. Parents may be called in to the school for meetings with teachers, guidance counselors, or the dean on an as needed basis.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 Translation and Interpretation Service for our written help with parent newsletters, operations and guidance/discipline correspondence, and college preparation material.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We are able to 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 because we only have 13 students.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will provide all staff members with the T&I brochure at the first staff meeting of the year. We also provide staff with a copy of the "I speak . . . card to ensure that they have the number for the translation and interpretation unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will make this information available to parents when they arrive in our school, so that they can request translation where needed. These documents can be found at http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our parent coordinator will reach out to our parents of ELLs throughout the year to ensure that their translation needs are being met.