



THE SCHOOL FOR HUMAN RIGHTS
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 17K 531
ADDRESS: 600 KINGSTON AVENUE, BROOKLYN, NEW
YORK 11203
TELEPHONE: 718-771-4793
FAX: 718-771-4815

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K 531 **SCHOOL NAME:** The School for Human Rights

SCHOOL ADDRESS: 600 Kingston Avenue, Brooklyn, New York 11203

SCHOOL TELEPHONE: 718-771-4793 **FAX:** 718-771-4815

SCHOOL CONTACT PERSON: Mr. Michael A. Alexander **EMAIL ADDRESS:** malexan@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dawn Martin

PRINCIPAL: Michael A. Alexander

UFT CHAPTER LEADER: Deslie Alexander

PARENTS' ASSOCIATION PRESIDENT: Darien Mason

STUDENT REPRESENTATIVE: Rashida Blair and Shadine Clarke
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 6 **SSO NAME:** Knowledge Network, LSO

SSO NETWORK LEADER: Roz German

SUPERINTENDENT: Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Michael Alexander	*Principal or Designee	
Deslie Alexander	*UFT Chapter Chairperson or Designee	
Darien Mason	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Rashida Blair Shadine Clarke	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Primrose Demetrius	Member/ Parent	
Amril McClean	Member/ Parent	
Dawn Martin	Member/ Parent	
Carmen King	Member/Parent	
Hazel Henry	Member/ Teacher	
Jacqueline DuFont	Member/ Teacher	
Gail Murray	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.
Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission Statement/Narrative Description

The Mission of The School for Human Rights is to develop the academic and social capacities of all our students, regardless of identity or ability.

The school offers an integrated academic and social skills-based curriculum, challenging our students to become critically thinking, compassionate, and socially engaged young adults committed to equity, dignity and social consciousness. The School for Human Rights was designed to reflect the belief that each young person is different, is entitled to respect, is teachable, and has something to offer in our society. When our students graduate, going on to college and careers, we hope they will take these values and shape a peaceful global village.

The School for Human Rights will continue partnerships with Lincoln Center Theater which provides teacher professional development, teaching artists and free tickets to their plays. Both High School and the Middle School students will participate in the Open Stages program and the High School will also participate in the Lincoln Center Song Writing Institute with Mr. Legori as the point person.

The School for Human Rights will also continue its partnership with the Advocacy Lab which teaches students how to become active in their community. Mr. Minezzi will be point person for this partnership.

The Middle School Science Department will continue the partnership with urban Advantage and the Museum of Natural History to support exploration learning and scientific investigation. Karyn Pleasant will be responsible for this partnership.

The principal has developed relationships with Down State Medical Center, Kings County Hospital, and Kingsbrook Jewish Hospital. Kingsbrook Medical Center has agreed to provide various personnel to visit the school and address the students about employment opportunities that exist at the hospital and thus help students develop more appropriate aspirations. Additionally, they will invite students to visit the hospital to observe employees at different work stations in the hospital. They have provided internships and volunteer opportunities to our students who are interested in the Medical field.

Professor Pursoo at Medgar Evers College has agreed to provide mentors to our students. Our students have visited the college and we are also in the process of developing a College Now Program with Medgar Evers College.

We also have a relationship with SESAME FLYERS International, Inc., which has provided workshops on money management to our students and after-school programs. We have partnerships with Build On - a Community Based Organization with a major focus on volunteer opportunity for our student and also Global Kids – which provide tutorial services during the school day and also out of school trips.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	School for Human Rights, The						
District:	17	DBN:	17K531	School BEDS Code:	331700011531		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	√	11	√	
	K	4	8	√	12	√	
	1	5	9	√	Ungraded		
	2	6	10	√			
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.4 / 82.8	95.0/84.4	95.7/ 85.9
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		94.7	94.5	92.6
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		0.0	53.6	48.8
Grade 6	62	46	28	Students in Temporary Housing - Total Number:			
Grade 7	83	56	47	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	78	87	63		3	1	11
Grade 9	86	94	83	Recent Immigrants - Total Number:			
Grade 10	84	74	74	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	66	64	60		1	5	4
Grade 12	0	58	42	Special Education Enrollment:			
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09
Total	459	480	397		1	5	4
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	240	9	4
# in Collaborative Team Teaching (CTT) Classes	29	29	29	Superintendent Suspensions	37	14	3
Number all others	12	17	25	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		29	33	28
# receiving ESL services only	14	15	12	Number of Teachers			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	1	Number of Administrators and Other Professionals	5	11	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	4	12	5	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	10.3	33.3	46.4
				% more than 5 years teaching anywhere	10.3	30.3	53.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	59.0	67.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	100.0	100.0
American Indian or Alaska Native	0.2	0.0	0.0				
Black or African American	88.4	90.6	92.2				
Hispanic or Latino	9.2	7.9	7.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.2	0.5				
White	0.6	0.2	0.3				
Male	53.8	50.8	50.4				
Female	46.2	49.2	49.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√		√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
In Good Standing (IGS)							
School in Need of Improvement (SINI) – Year 1							
School in Need of Improvement (SINI) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year ____							
√	School Requiring Academic Progress (SRAP) – Year 1						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SRAP 1			ELA:	IGS		
Math:	IGS			Math:	IGS		
Science:	IGS			Graduation Rate:	Pending		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	X	√	√	√SH	√SH	-
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	√	√	√SH	
Hispanic or Latino	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	
White						
Other Groups						
Students with Disabilities	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	
Economically Disadvantaged	X	√	√	√	√	
Student groups making AYP in each subject	1	3	3	3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A/A	Overall Evaluation:	NR
Overall Score:	80.3/ 76.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.1/ 11.9	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	22.4/ 15.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	42.8/ 45.7		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	3.0/ 3.0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Performance Trends:

- 2007-2008 State Accountability status – Improvement year 1 – Middle School. School did not meet performance criteria in ELA for all students; African American students and economically disadvantage students 2008-2009. Middle School did not meet criterion in participation for ELA. All students and economically disadvantage students.
- *Increase the percentage of students earning Regents and Advance Regents Diploma*
- *Increase in the graduation percentage*
- *There have been some gains in the ELA and Math State Assessments; however, there is a need to move more students to level 4*
- *Need to build subject specific vocabulary and vocabulary across the curriculum*
- *Reading comprehension on DBQ's need to be improved in Global Studies and U.S. History and Government*
- *Students with most social-emotional needs showed academic decline*

Accomplishments:

- *There have been improvements in the percentage passing Regents exams in all subject areas*
- *100% of teachers have been teaching for more than three (3) years and 96% of our teachers are tenured*
- *Low teacher turnover rate*
- *Students display greater enthusiasm towards academic achievement and thus a more positive academic culture*
- *Implemented Literacy across the curriculum*
- *Increased academic rigor in all classes*

Barriers to continuous improvements:

- *Low parental involvement*
- *Insufficient computers and other technology due to lack of funds*
- *Lack of funds leads to fewer after-school academic programs and other extra curricula activities*

Aids to continuous improvement

- *Experienced administration and faculty*

- *Better school organization and structure*
- *Dramatic decline in incidents and suspensions*
- *More academic support from the Knowledge Network (LSO)*
- *Implementation of uniform examination policy*
- *Increase use of academic data*

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. *Professional Development for Faculty to learn how to effectively utilize Progress Report, ARIS, Acuity Assessments, Regents exams and Scholarship Report data in their work to better recognize student problematic skill sets in core subject areas, and therefore, better able to address those skills deficits and differentiate instruction.*
2. *By September 2009 - Identification of students not making adequate academic progress and putting in place the necessary support – A.M. school, lunch time tutorials, P.M. school. Identification of skill deficits and taking the required steps to address them.*
3. *Bimonthly staff development for ELA, Social Studies, Science and Math teachers from the Knowledge Network – LSO.*
4. *By December 2009 - Improved communication with students – clearly explain academic expectations, academic progress, promotion and graduation requirements.*
5. *By June 2010 - Improve students passing rate on the 9th grade Integrated Algebra unit exams.*
6. *By June 2010 - Expand the Inquiry Team Process to include 100% of teachers so as to further enhance the analysis and use of data.*
7. *By May 2010 – Improvement in performance and percentage tested in ELA of our Middle School students.*

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Increase the percentage of High School students passing Regents exams by 3% • Increase the percentage of Middle School students earning 3's and 4's by 3% • Increase the performance on State ELA assessments of Middle School • Increase the participation rate to 95% or better on State ELA assessments
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers would be paid Per Session from October, 2009 – June, 2010 to develop curriculum maps • Teachers would have grade Team meetings to use Acuity data to access student learning • Bimonthly staff development for all teachers provided by the Knowledge Network, LSO
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • P.M. school utilizing the funds from contracts for excellence • Block scheduling in ELA and Math • Team teach for the purpose of achieving class size reduction and to provide services to special needs students to pass Regents
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Increase passing percentage in six week assessment (uniform exams) administered six times a year • Increase passing percentage in the Fall and Spring Predictive exams in Math and ELA – Middle School • 3% increase in passing percentage in the Spring and Summer State assessments in ELA and Math • Regents exams – January, June and August – more students (3%) earning 65% passing on all Regents exams • Increase participation rate in April 2010 on Middle School State ELA assessments to 100% • Increase performance in state ELA assessment for students, African American Students and economically disadvantage students.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K								
1								
2								
3								
4								
5								
6	8	10	10	10	25		25	5
7	10	6	10	10	25		25	7
8	6	5	10	10	25		25	12
9	10	10	10	10	25		25	12
10	10	10	10	10	25		25	14
11	10	10	10	10	15		15	13
12	10	10	10	10	10		10	15

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Balanced Literacy 37 1/2 minute small group instructional period	<ul style="list-style-type: none"> • Extended/Additional class periods to allow for instruction and AIS within workshop model format • Daily independent reading time with the expectation that each child reads at least 25 books all year • Zero Period decoding class for students requiring additional resources • Push-in SETSS provider • After school homework help; Push-in tutoring provided by Brooklyn College • Collaborative Team Teaching in inclusion classrooms.
Mathematics: Middle School Impact Math/Math A Support Algebra, Geometry	<ul style="list-style-type: none"> • Zero period Math enrichment class – 4 times per week • One hour after school Math enrichment class with Impact Math Coaching – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format • P.M. school four (4) times per week Regents Preparation
Science: P.M. school for Living Environment, Earth Science and 8th grade Science preparation.	<ul style="list-style-type: none"> • Zero period Science enrichment class – 4 times per week • One hour after school Science enrichment class with Impact Science Coaching – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format • P.M. school four (4) times per week Regents Preparation
Social Studies:	<ul style="list-style-type: none"> • Zero period Social Studies enrichment class – 4 times per week • One hour after school Social Studies enrichment class – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Pupil Personnel Team, provide individual and group counseling with school social worker and Guidance Counselors • Individual/family counseling • Weekly peer mentoring program • Conflict resolution and peer mediation training • CSE referrals • Employment counseling • School attendance/drop out prevention
At-risk Services Provided by the School Psychologist:	

At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none">• Social worker and Guidance Counselors conduct one to one counseling, group counseling on topics such as – relationship abuse, academic counseling, STD's, gang violence, conflict resolution, anger management, school attendance/dropout prevention
At-risk Health-related Services: Provided by the social worker and guidance counselor individually and also in small groups.	<ul style="list-style-type: none">• Teenage sexual harassment• Teenage relationship abuse counseling• Counseling on STD• Workshops on bullying

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part A: Language Allocation Policy (LAP) - 2009-2010

I - LAP Committee Members for 2009-2010 School Year

Michael A. Alexander, Principal

Denise Jennings, Assistant Principal

Philip Naraine, Certified ESL Teacher/Coordinator of ELL Services/Spanish Teacher

Stephanie Kreppin, Social Worker

Janice Goodman-Cummings, Parent Coordinator

Tiffany Rios, Guidance Counselor (Middle School)

Stephanie Staley, Guidance Counselor (High School)

Keith Burns, Special Services Coordinator

Jacqueline DuFont, Teacher (Mathematics)

Patricia Cummings, Coordinator, English Language Department

Clotilde Cortes, Parent

Bilingual Paraprofessionals:

Ms. Guylande Narcisse, Haitian Creole/English

Ms. Johanny De la Cruz, Spanish/English

2 – School Description and ELL Demographics

The School for Human Rights is a 6 – 12 school in its 5th year of existence. We currently provide instruction for a total of around 400 students. The school is located in the Crown Heights section of Brooklyn and we share a building with three other schools in what was formerly the George Wingate High School. On campus, we share the cafeteria, gymnasiums and library with the other schools. Most of our students are from a low socio-economic background and are therefore eligible for free or low-cost lunches.

The number of ELL students is relatively small. We have adopted the Inclusion Model with Collaborative Team Teaching and/or push-in of ESL and SETSS teacher in the majority of our classrooms, and have capped class size at 28 students, and where possible have reduced that number even further. Currently four of our staff is fluent in Spanish, with two staff members fluent in Haitian Creole. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of these students.

3 – Teacher Qualification

All teachers servicing the ELL population, both in ESL and the Content Areas (Math, ELA, Social Studies and Science) are qualified professionals. The two ELLs receiving Special Services are serviced as per their IEPs. As the ELL population is small there is only one ESL teacher who has a general class during the zero periods but who pulls out and pushes in consultation with the content area teachers.

4 – ELL Identification Process and Parent Choice

As part of the admission process, all parents/students are required to complete a Home Language Identification Survey (HLIS) form. The Pupil Accounting Secretary, who has first contact with the parents and prospective students, is responsible for the administration of the survey. If the form indicates that the student functions in a language other than English, the ESL teacher is informed immediately. There is then an informal interview with the parent to clarify points on the survey. For a parent who speaks little or no English, this interview is conducted by a teacher or Para-professional who speaks the parent's native language (French, Haitian Creole or Spanish). If it is determined that the student speaks little or no English and that the child's native language is used exclusively at home, arrangements are made for the administration of the LAB-R and the child is programmed in the ESL class. The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language

Parents are also shown an orientation DVD in their native language on the services that may be offered to their children (Transitional Bilingual, Dual Language or Free Standing ESL). This enables them to make informed decisions on which program offers the best opportunities for their children. Therefore, as this school only offers ESL classes, the parent has the option of choosing a school that they feel may be better for their child. These possibilities and options are discussed with the parents, and if it is their choice to go to another school, we provide them with a letter introduction to that school.

Total number of ELL students: 14 (ESL)
 % of population: 4%

ELL's by Grade and First Language

Grade	Haitian Creole	Spanish	Arabic	Subtotal
6 th	-	4	-	4
7 th	-	-	-	0
8 th	1	1	-	2
9 th	1	1	1	3
10 th	2	0		2
11 th	-	2	-	2
12 th	0	-	1	1
TOTAL	4	7	3	14

Ell's proficiency levels:

- Beginners – 0
- Intermediate - 8
- Advanced – 6

Of these students, two receive Special Education services in accordance with the requirements of their IEPs. Content area teachers are also provided with copies of the IEPs so that they would become familiar with the special needs of those students who may have been programmed into their classrooms.

Programming Implications for ELLs at The School for Human Rights:

- ELL students are programmed into collaborative team teaching sections.
- ELL students are programmed into sections with a teacher who is fluent in the student's primary language, whenever possible.
- ELL students are programmed in sections with other students who speak their primary language (to assist with student participation in the workshop model).
- Dedicated ESL teacher is programmed to push-in and pull-out ELL students for specialized instruction.

- Language Paraprofessionals are programmed to follow some students and assist with modification.
- Teachers of ESL students are given common preps and after-school professional development time (4 times a week) to work with the ESL coordinator on lesson and test modification and ELL enrichment.
- After-school and zero period courses are also available for ELL enrichment.

Newcomers

To assist in the transition into our school culture, the following resources are used with new ELLs entering this school.

- Individual informal student orientation including a tour of the school to establish location of classrooms, library, gymnasium and library.
- Use of a buddy-system to assist transition in and out of the classroom.
- Requesting that parents allow their children to attend P.M. school and Saturday Academy.
- Academic intervention programs based on on-going assessment.
- Regular school-home communication in parents' home language on ELLs' progress and how the home can help.

ESL Program

Because the ELL population is so small, the School for Human Rights (SHR) currently only offers English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.

The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms.
- Programming Special Needs ELLs in classes with a Para-Professional who is fluent in their first language and so is therefore capable of providing language support.
- Collaborative planning between the ESL and ELA teachers.
- Scaffolding in instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.
- After-school and before-school ELL enrichment programs, particularly during the 37½ minutes small group instruction time in zero period.
- Regular conferencing between ESL and Content Area teachers on challenging material, especially in Math and Science, and how we may simplify concepts to increase comprehension.
- Use of bilingual and ESL dictionaries and glossaries in the content area and ESL classrooms,
- Conferencing with ELL's in and out of classroom.
- Assessment through formal and informal assessments, and running records.
- Use of a variety of high interest texts, vocabulary workshop, listening and speaking activities as well as free and guided writing exercises.
- Use of material to familiarize ELL's with the state assessments format, e.g. Empire State NYSESLAT (Continental Press).
- Extended time opportunities for students such as after-school classes in ELA and Math content area classes.
- AIS through Saturday Academy for remediation and enrichment in Math and ELA.

All ELLs (intermediate and advanced) in the Free Standing ESL classroom are fully served according to the mandated number of instructional minutes to be provided. This is done through use of the mandated 37½ during the zero periods, after-school classes and push-in in content area classes as well as pull-out of students, in accordance with content teacher's request, for individual attention.

Special Needs Students

Special Needs ELLs are served in accordance with the IEPs. In addition, we ensure that content area teachers are familiar with each student's particular needs as per their IEPs. There is also collaboration between the Special Needs Coordinator and the ESL teacher, especially in reference to testing accommodations. These students are especially encouraged to attend P.M. school and Saturday Academy.

Students with Interrupted Formal Education (SIFE)

There are no SIFEs at the School for Human Rites.

Instructional Material:

There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in the Social Studies and Science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment formats through past exam papers and the text "Empire State NYSESLAT". The ELLs are also programmed in Computer Technology Literacy classes where they are encouraged to use the search engines like Yahoo.com and Bing.com on the computer to find information relevant to their studies.

5 – Assessment Analysis

The ESL program of this schools aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2009, the ESL students are at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill while their greatest strength is in listening and speaking. Although their reading skill is good, there is room for improvement.

Implications for Instruction

There will implications on the ESL instructional program based on the assessment of the NYSYSLAT 2009 as well as other assessment such as ACUITY, classroom exams, formal and informal observations, and the New York State assessments in Mathematics, ELA, Social Studies and Science.

- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.
- Close collaboration between the ESL teacher and Content Area teachers on identifying and correcting specific deficiencies in individual students.
- Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.
- Use of ESL dictionaries (The American Heritage English as a Second Language Dictionary), and glossaries in a print-rich classroom environment.
- P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
- Academic intervention as required to foster students' academic development and progress.
- Thorough practice in problem-solving strategies and justifying answers in Mathematics.
- Providing opportunities for negotiating academic language in Mathematics and Science.

All subsequent support activities will focus on helping the students acquire progress in their language skills so as to promote academic progress.

Plan for ELLs who have reached proficiency at the NYSESLAT

Students who have reached the level of proficiency in the NYSESLAT and so have transitioned out of the ESL program will continue to receive testing accommodations such as extra time, testing in a separate location, and use of glossaries and dictionaries. This will continue for as long as the students need such accommodations, but for not more than an additional two years.

6 – Professional Development

At the School for Human Rights, professional development for teachers is provided by the administrative staff as well as by personnel for the Knowledge Network, LSO.

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math and Science through experiments and the use of manipulative.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more specifically with ELLs.
- How to use ARIS and ACUITY to gather relevant data.
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

Workshops off-site include:

- Monthly Series – “Working with Ells” for ESL teacher, Grades 6 – 12. (This series seeks to address various elements of the educational program for ELLs, such as assessment, planning, strategies, instruction and best practices.)
- The Language Allocation Policy: A Plan for Success. Grades K – 12 (Dec. 2009)
- NYSESLAT administration training.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1) (a)

Type of Program: ESL

Number of Students to be Served: 14 (0 LEP; 14 Non-LEP)

Number of Teachers: 01 Other Staff (Specify) 2 Bilingual Para-professionals: 1 Haitian Creole/French – English & 1 Spanish-English.

- I. Language Instruction Program for ELLs (*Brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc*). *Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:*

We use a combination of strategies, including a Full Structured Immersion in both the elementary and secondary school levels. As such, there is content area instruction in English but with “comprehensible input” by the content area teachers and Para-professionals, i.e. using the vocabulary and structure that would be readily understood by the students. There are 5 formal ESL classes a week, during the zero periods. The ESL teacher, in collaboration with the content area teachers, pushes-in or pulls-out students where necessary to support the students’ acquisition of English. Strategies include the use of language experience activities, oral and written dialogues, guided reading and writing activities, and cooperative learning. Students are also programmed into Computer Technology classes where they use search engines to find required information, music and art.

A. Curricular: *Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs participation in those programs. Briefly describe supplemental programs for ELLs (AIS, Saturday Academies).*

All ELLs receive content area instruction according to the New York State promotion and graduation requirements. Supplemental support services are offered during

PM School (Tuesday-Friday) and Saturday Academy. ELL students also participate in regularly scheduled computer classes which are designed to assist students with academic language development. The ESL teacher also collaborates closely with the content area teachers on vocabulary review.

B. Extra-curricular: *Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.*

Many extracurricular activities are open to the ELLs students. These include the Spanish Club open to all interested students from both the Middle and High School, Athletic Clubs on campus in a variety of sports: wrestling, tennis, bowling, basketball, cheer leading, step dancing, Volunteer/Internship program with Downstate Medical Center and Bridge-to-College program with Medgar Evers College for junior and senior high school students, Year Book Editorial Groups in Middle and High School, Build-On volunteer program and Global Kids

II *Parent/Community involvement: Describe parent/community involvement planned to meaningfully involve parents in their children's education and to inform them about the State's standards and assessment.*

Parents of newly-enrolled ELL/LEP students will be provided with an orientation session which will include a video presentation and a brochure in parent's native language in order to inform of the school's ESL program. Information will be provided mainly in English, Haitian Creole and Spanish. They will be advised of how to locate a school where a bilingual or native language arts program is offered if the child requires such programs. These sessions also serve to explain the school's vision and mission statement and our expectations from both parents and students. Issues like homework and attendance are dealt with. Parents are also advised about membership and involvement in the PTA and SLT.

Communication with parents by way of letters and phone calls will be done mainly through the office of the Parent Coordinator, Attendance Teacher, Family Paraprofessional, the Assistant Principal and the ESL teacher. Regular communications regarding students' progress and problems will be sent to their homes. Parents will also be encouraged to attend our School Leadership Team and Parent Association meetings to get them more involved in their children's education. The LAP team will work closely to identify more discussion topics that will be of interest to parents of our ELLs. The ESL teacher will send at least three letters (Progress Reports) a term to students' homes, written in the parents' native language, discussing their children's progress along with suggestions on how the parent can help the child to improve.

III *Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.*

New comers receive an informal orientation session to familiarize them with the layout of the school e.g. location of bathroom, library, gym, cafeteria. In addition to the scheduled ESL class, newly enrolled ELLs are paired with a more advanced ELL in the buddy-system, to receive peer support in the class. They are introduced to their content area teachers and the Para-professional who will work closely with them.

IV. *Staff Development: Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on State learning standards and high impact differentiated and academic language development strategies.*

- In-house professional development held twice a month generally on the first and third Mondays.
- Monthly series "Working with ELLs" for bilingual/ESL teacher provided by the Knowledge Network, LSO.
- Monthly faculty conferences and professional development for teachers focusing on the examination and use of data for differentiated instruction, literacy across the curriculum, vocabulary development for all students, use of ARIS and ACUITY to derive data to inform instruction.

V. *Support Services for ELLs: Describe other support structures that are in place in your school which are available to ELLS.*

The School for Human Rights has the services of two Guidance Counselors (1 in the Middle School and 1 in the High School), also two social workers and a Speech Therapist. Also attached to the campus is a psychologist who provides support and service to our students when needed. There are also bilingual teachers and paraprofessionals. They provide support services to our ELL students. There is also a SPARK counselor who provide drug intervention and prevention services. An attendance teacher and a family worker work on regular attendance outreach and dropout prevention.

VI. Type of Native Language Assessment Administered (Bilingual programs only): *Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.*

The School for Human Rights does not offer a Bilingual Program and so there is no native language assessment administered.

Part C: CR Part 154 - Number of Teachers and Support Personal for School Year 2009-2010

School Building: George Wingate Campus (The School for Human Rights) District: 17

Number of Teachers 2009 – 2010				Number of Teaching Assistants or Paraprofessionals		TOTAL
Appropriately Certified		Inappropriately Certified or Uncertified Teachers		ESL Program	Bilingual Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
0	1	0	0	2	0	3

SAMPLE STUDENT SCHEDULE 2009 – 2010

MIDDLE SCHOOL

ESL Program Type: Free-Standing Push-in Pull-out

Proficiency Level Beginners Intermediate Advanced

School District: 17 School Building: 17K531

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00	ESL	ESL	ESL	ESL	ESL

	To: 8:37					
	From: 8:40 To: 8:45	Home Room				
1	From: 8:45 To: 9:30	Social Studies *				
2	From: 9:32 To: 10:17	Music	Music	Music	Music	Music
3	From: 10:20 To: 11:05	ELA*	ELA*	ELA*	ELA*	ELA*
4	From: 11:07 To: 11:52	Math*	Math*	Math*	Math*	Math*
5	From: 11:54 To: 12:39	Math*	Math*	Math*	Math*	Math*
6	From: 12:41 To: 1:26	Math Lab	Math Lab	Physical Education	Physical Education	Physical Education
7	From: 1:28 To: 2:13	Lunch**	Lunch**	Lunch**	Lunch**	Lunch**
8	From: 2:15 To: 3:00	Science*	Science*	Science*	Science*	Science*
9 (P.M. School)	From: 3:00 To: 4:00	ELA Math	ELA Math	ELA Math	ELA Math	ELA Math

**There is small group and individual tutorials during the Lunch Period

SAMPLE STUDENT SCHEDULE 2009 – 2010

HIGH SCHOOL

ESL Program Type: Free-Standing Push-in Pull-out

Proficiency Level Beginners Intermediate Advanced

School District: 17

School Building: 17K531

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00	ESL	ESL	ESL	ESL	ESL

	To: 8:37					
	From: 8:40 To: 8:45	Home Room	Home Room	Home Room	Home Room	Home Room
1	From: 8:45 To: 9:30	ELA	ELA	ELA	ELA	ELA
2	From: 9:32 To: 10:17	Spanish	Spanish	Spanish	Spanish	Spanish
3	From: 10:20 To: 11:05	Algebra	A LA*	ELA*	ELA*	ELA*
4	From: 11:07 To: 11:52	Math*	Math*	Math*	Math*	Math*
5	From: 11:54 To: 12:39	Math*	Math*	Math*	Math*	Math*
6	From: 12:41 To: 1:26	Math Lab	Math Lab	Physical Education	Physical Education	Physical Education
7	From: 1:28 To: 2:13	Lunch**	Lunch**	Lunch**	Lunch**	Lunch**
8	From: 2:15 To: 3:00	Science*	Science*	Science*	Science*	Science*

*Collaborative Team Teaching Classes

**There is small group and individual tutorials during the Lunch Period

Form TIII – A (1)(b)

School: 17K 531 BEDS Code: 331700011531

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL	\$17,478	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate with non-English speaking parents in their home language, orally and in writing, in order to support shared parent-school accountability, parent access to information about their children's options, and parents' capacity to help improve their children's academic achievement.

Part A: Needs Assessment Findings

1. *Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in their native language.*

Review of the home language surveys has revealed that there is a need for translation of relevant material into Haitian Creole. Most Spanish speaking parents are bilingual but translation and interpretation services may be needed in some cases.

2. *Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings are reported to the school community.*

About 5% of our parents speak Haitian Creole as their first language and so need help in communicating with the school. The teachers are made aware of the students whose parents need help communicating with the school. These students are asked to inform their parents that there are teachers who can interpret for them when they visit the school.

Part B: Strategies and Activities

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

The ELL Parent Information Case (EPIC), which was prepared by the Office of English Language Learners of the NYCDOE, contains useful Guides for Parents of English Language Learners in a variety of languages. This guide provides useful information for parents on program choices and placement. As well, documents mailed home will be provided in English and well as in Haitian Creole and Spanish. Written translation services will be provided by Creole and Spanish speaking staff members.

2. *Describe the oral interpretation services the school will provide, and how they will be meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.*

Also, when necessary, one teacher and one para-professional on staff will provide oral interpretation service for Haitian Creole speaking parents. Two teachers, one para-professional and one member of the office staff are also available to provide the same service to Spanish-speaking parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

In the General Office, signs will be posted indicating the availability of interpretation services in Haitian Creole and Spanish. Forms and other written communication in Haitian Creole and Spanish will be forwarded to the relevant parents.

The ELL Parent Information Case (EPIC), which was prepared by the Office of English Language Learners of the NYCDOE, contains useful Guides for Parents of English Language Learners in a variety of languages. This guide provides useful information for parents on program choices and placement. As well, documents mailed home will be provided in English and well as in Haitian Creole and Spanish. Written translation services will be provided by Creole and Spanish speaking staff members.

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Review of the home language surveys has shown a need for translation into Haitian Creole.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

5% of our parents speak Haitian Creole as their first language. This was determined from a review of the home language surveys and parental visits to the school.

Part B: Strategies and Activities

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

Documents mailed home will be provided in English as well as Haitian Creole. Written translation services will be provided by the Department of Education as well as Haitian staff members.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

There are two teachers and one paraprofessional on staff in the school who will provide oral interpretation for Haitian Creole speaking parents, and two Spanish speaking paraprofessionals who will provide interpretation to Spanish speaking parents.

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

In the General Office, signs will be posted indicating the availability of interpretation service in Haitian Creole.

- a. ***Forms and other written communication in Haitian Creole will be forwarded to Haitian Creole speaking parents.***

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$450,443	0	\$450,443
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,504		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		0	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,522		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental

involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy will be evaluated in June 2010. The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

The School for Human Rights agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
 - The Parent Involvement policy will be distributed to parents at the October 2009 PTA meeting.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The School for Human Rights will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (See CEP Goal #2)
2. The School for Human Rights will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (See CEP Goals #1 and #2)
3. The School for Human Rights will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (See CEP Goals #1 and #2)
4. The School for Human Rights will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: programs designed by the School Leadership Team, PTA, Parent Coordinator, Lead Partner organization, Parents As Teachers, and City and State-operated preschool programs
5. The School for Human Rights will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about

its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (See Goal #2)

6. The School for Human Rights will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below, with specific activities to support each listed in CEP Goal #2 – Increasing parental involvement:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators, with activities such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success, coordinated by school Parent Coordinator, Principal and Social Worker, Guidance Counselor and teaching staff.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent participation on the School Leadership Team, Parent-Teacher Association meetings and activities, and Parent Coordinator meetings and activities around school design and culture. This policy was adopted by The School for Human Rights on **June 30th, 2006** and will be in effect for the period of 2006-2007. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 8th, 2006**.

Part B: School-Parent Compact

The School for Human Rights, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

1. provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - By providing professional development to teachers around Inclusion, differentiated instruction, project-based learning, alternative forms of assessment, Human Rights Education, and Youth Development
 - By providing, to the extent possible, collaborative team teaching classrooms in math and Humanities in all grades.
 - Collaborating with lead partner organization, Human Rights Education Associates (HREA) in
 - the design and implementation of a Parent & Family Resource Center that will bring parents and guardians to the school environment more regularly;
 - design of curriculum that enhances students’ understanding of such human rights issues as decision-making, equity, leadership and responsibility;
2. Hold parent-teacher conferences at least four times per year during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

- *At mid-semester during Semester I, at the end of Semester I, at mid-semester of Semester II, at the end of Semester II;*
 - *By appointment with teachers, social worker, guidance counselor, Parent Coordinator and the Principal.*
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - *At parent-teacher conferences at the school, mid-semester during Semester I (progress reports), at the end of Semester I, at mid-semester of Semester II (progress reports), at the end of Semester II;*
 - *Weekly or twice-monthly progress reports sent home via mail by subject area teachers.*
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at parent-teacher conferences and through scheduled appointments made through phone calls home or to the school.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Setting up classroom visit schedule with teachers
 - Volunteering at school by rotation, established by parent coordinator
 - Volunteering and taking part in Family Resource Center, coordinated by HREA program associate.
 - Enlisting parents to commit to at least five hours of volunteering time at school each semester, as listed on SHR Parent/Caregiver Pledge of Involvement (see attached)
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Complete homework every day and ask for help when I need to.
- Comply with the Chancellor's Discipline Code and the rules of this school
- Attend 37-1/2 (0-period) Small Group Instruction as I am mandated to by the school, my teachers and my adult caregivers.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The school uses the following data sources for purposes of a comprehensive needs assessment of the entire school:

- a. *ARIS*
- b. *High school scholarship reports*
- c. *2008 and 2009 Cohort Data*
- d. *2009 High school and Middle school progress reports*
- e. *Most recently available NYS Report Card*

- f. *Periodic Assessments*
- g. *Quality Review feedback – 2008*
- h. *School leadership team walkthrough*
- i. *UFT Consultation Committee*

2. Schoolwide reform strategies that:

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

Title I funds will be used to promote school wide reform strategies by:

- a. Supporting ongoing professional development that provides the quality of instruction, assessment, and data use by every teacher.
- b. Reducing class sizes in the lower grades so that students receive more individualized attention with particular emphasis on reducing class size for level 1 and 2 students in those grades.
- c. Providing additional academic intervention services through after-school tutoring and Saturday academies designed to prepare struggling students for State assessments.
- d. Provide push-in and pullout intervention services for level 1 and 2 students in the middle school.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Support teachers that are not highly qualified with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.

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

Ongoing professional development will emphasize the following areas: Principles of Learning (Resnick), ongoing formative assessment, using data and technology, and developing rapport with students.

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

New York City Department of Education assists The School for Human Rights, a high needs school, attracts highly qualified teachers by offering these teachers a signing bonus to work at the school.

6. Strategies to increase parental involvement through means such as family literacy services.
We provide workshops for parents in the following areas: computer literacy, parent-child effective communication, conflict resolution, group support workshops, and workshops geared to the specific requirements of different grade levels served by the school.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. *Not applicable.*
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Teachers meet semi-weekly in grade level teams and in subject-based groups. The grade level teams identify students and track strategies for improving their performance by adopting goals and action plans for identified students. Study groups plan curriculum and assessments for each discipline as well as coordinate interdisciplinary projects.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
All teachers have been trained in the use of ARIS and periodic assessments.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Through its health, physical education, advisory, college and career, and parent involvement programs the school coordinates Federal, State, and local services and programs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. *Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;*

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and*
- c. Minimize removing children from the regular classroom during regular school hours;*

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

NCLB/SED Status: Requiring Academic Progress – Year 1 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Middle School ELA Performance 2007-2008

Middle School Participation Rate 2008-2009

- *85% of teachers were new*
- *High teacher turnover rate*
- *Inexperience administration*
- *Massive discipline problems*
- *Low expectations of teachers and staff*

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

- *P.M. school*
- *Saturday Academy*

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Professional Development provided by Assistant Principal, Supervision, Professional Development provided by the Knowledge Network, LSO.

¹ School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
Assistant Principal provides ongoing Professional Development and mentoring, Professional Development provided by the Knowledge Network, LSO.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
At PTA meetings, letters and other relevant NCLB documents will be handed out and relevant terms and concepts will be explained.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Observations, Review of data, curriculum maps and Regents preparation.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? *Due to the small number of ELL students we have only 1 teacher and thus the planning occurs at the level of the individual teacher.*

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. *To further improve the delivery instructions, we will ensure that the teacher attends Professional Development opportunities offered by the Department of Education and the Knowledge Network. In addition, we will create an ELL "Wingate Campus" Professional Development schedule, so that all ELL campus teachers have an opportunity to show best practices and plan instruction.*

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of uniform exams, results and analysis of state assessment exams results.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? *Classroom observation, teacher meetings, analysis of students work and exams.*

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In-school Professional Development addressing the Mathematics content standards and procedures as they apply to each grade level. Professional Development addressing the content of student text book, department meetings addressing upcoming topics and best practice applicable to those topics.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review instructional practices through observations:

- *Classroom observations*
- *Classroom snapshots*
- *Teacher discussions*
- *Student's work*

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Alternate instructional strategies needs to be incorporated into the student engagement must be increased. This will be achieved by the use of Alternate Instructional strategies, as offered by direct instruction to be increased in order of address the needs of all students and their learning styles. The level of work assigned during Independent Study work must be made more rigorous to include differentiated instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

*Weekly Professional Development - addressing strategies to create lessons so that students will be engage, and are able to see relevance of material to their daily lives.
Professional Development addressing the ELA State standards
Professional Development focusing on student work and differentiated instruction addressing seatwork, homework, exams and quizzes.*

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- *Classroom observations*
- *Classroom snapshots*

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

- *Discussions with teachers*
- *Discussions with students and parents*

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

More class time must be focused on mathematics instruction. Teachers must be aware of time spent on peripheral activities. The use of technology must be increased so that students are better able to visualize and understand mathematical concepts, especially in geometry (example, Sketal Pad). Class instruction must incorporate differentiated instruction so that all students are engaged.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional Development will be planned in addition to the following:

- *Classroom time management*
- *Keeping students on task by incorporating real life applications and examples in daily instruction*
- *Appropriate level of rigor to include differentiated seat-work, homework and exams.*
- *Technology workshops focusing on Smart-board presentations, Sketal Pad, etc.*
- *Resources available through Knowledge Network, LSO, Department of Education and teacher expertise will be used.*

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

98% of our teachers have been at our school for two (2) consecutive years.

- 3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
-

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

- 4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Interview the ELL teacher.

- 4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

- 4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELL teacher has attended three (3) QTEL training and also Professional Development provided by the Knowledge Network, LSO.

- 4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
-

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

- 5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
Review ELL records and interview ELL teacher
- 5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.
 Applicable Not Applicable
- 5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Because of our small ELL population, the ELL teacher received the data in a timely manner and the data is disaggregated by proficiency level of ELL students.
- 5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
-

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

- 6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
Teacher interviews.
- 6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.
 Applicable Not Applicable
- 6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Every teacher has a flash drive with the IEP's of all Special Needs students in the school. There are also frequent workshops provided by the Special Education Coordinator and the Knowledge Network, LSO where General Education teachers are updated with the content of the IEP's of their students with disabilities and their accommodations and modifications. Collaborative Team

Teaching - teachers meet regular to plan instruction and to ensure that differentiation takes place and the needs of all students (General Education and Special Education) are addressed.

- 6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
-

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

- 7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of IEP's, classroom environment and classroom observations.

- 7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

- 7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The IEP's for our Special Needs students specify modification and accommodation for the classroom environment. The IEP's also include behavioral plans for students with documented behavioral issues.

- 7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Four (4)
2. Please describe the services you are planning to provide to the STH population.
Books, book-bags, Metro cards, counseling and AIS.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.