



HIGH SCHOOL FOR CIVIL RIGHTS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 19K504
ADDRESS: 400 PENNSYLVANIA AVE
BROOKLYN, NY, 11227
TELEPHONE: 718 9226289
FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19k504 **SCHOOL NAME:** High School for Civil Rights

SCHOOL ADDRESS: 400 Pennsylvania Ave, Brooklyn, NY, 11207

SCHOOL TELEPHONE: 7189226289 **FAX:** 7189227253

SCHOOL CONTACT PERSON: Michael Steele **EMAIL ADDRESS:** Msteele2@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michael Braddock

PRINCIPAL: Michael Steele

UFT CHAPTER LEADER: Michael Garippa

PARENTS' ASSOCIATION PRESIDENT: Angela Grant

STUDENT REPRESENTATIVE:
(Required for high schools) Kiara Scott, Candice Miller, Cashmere Andre.

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 302

NETWORK LEADER: Roz German

SUPERINTENDENT: Karen Watts

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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 Steele	*Principal or Designee	
Michael Garippa	*UFT Chapter Chairperson or Designee	
Renska Jackson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michelle Joyner	DC 37 Representative, if applicable	
Kiara Scott Candice Miller Kashmere Andre	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

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.

Our mission at the High School for Civil Rights is to create and maintain a true learning community that will utilize the strengths of parents, students, staff, the community and our lead partners in having all students meet and exceed the state mandated standards. Our students will empower themselves with opportunities to achieve personal success and make valuable contributions to the global society.

We believe that through the application of technology to enhance instruction our educational community will reach its fullest potential inculcating the key principles and best practices based on research.

We will empower our special needs populations by being inclusive in teaching and learning, providing parents the necessary resources and support to enrich their children's learning experience as well.

The High School for Civil Rights is a dynamic institution dedicated to providing high-quality educational programs as well as emphasis in issues relating to civil rights awareness. All students will be provided with an academically rigorous college preparatory program and leadership roles in business and the professions in addition to ensuring a safe and nurturing environment.

The High School for Civil Rights has a planning team which includes school administrators, teachers, parents and students as well as representatives from the lead and collaborating partners, the North Brooklyn YMCA, Hofstra University and the United Community Center. We're dedicated to the ideology of civil rights and community activism into the classroom. In order to ensure that all students at the High School for Civil Rights (HSCR) succeed, students with special needs and English Language Learners (ELL) will be provided with additional supports. Classrooms will be comprised of heterogeneous groups and staff through the use of learned professional developments techniques will provide differentiated instruction to address the needs and styles of ELL and students with special needs. Instructors will incorporate project based activities and cooperative learning techniques. In addition the special education teachers will work alongside the general education teachers to provide a continuum of services. However, all students including ELL students and those with special needs will be held to the same high expectations around learning and achievement.

The curriculum is designed around specific themes related to civil rights. Themes are infused throughout all content areas particularly in civil rights classes and extended day programming. Major themes include Voting Rights, Civil Law, Criminal Law, Tolerance, Diversity and Law, & Government.

Students are required to meet the performance standards in all subject areas. In all content areas, students will listen, speak, read and write for information and understanding. The students as listeners and readers will collect data, facts, ideas, and discover relationships, concepts and

generalizations and use knowledge generated from the theme of the civil rights movement and current issues in the civil rights. As speakers and writers, they will use oral and written language that follow accepted convention of the English language to present from a variety of perspectives, their opinions and judgments and experiences, ideas information and issues.

The majority of our students are not meeting city and state standards in English Language Arts and Mathematics. Student achievement trends indicate that of the students for whom data is available, 80% of those students are not reading on or above grade level. Fifteen students are English Language Learners and Forty-three students have Individualized Education Plans which places them in Special Education. During the first term less than half of all the students passed all credit bearing courses.

The High School for Civil Rights is dedicated to empowering students and staff by providing them with the resources that they need, including high-interest, age and reading level appropriate books and supplies. We will continue to provide common planning time for staff members and administration in order to share ideas and concepts to improve learning outcomes. General education teachers and special education teachers will continue to meet for lesson planning to ensure the infusion of instructional strategies to meet needs of both general education and students with special needs. Funds will be used to train teachers, purchase materials and provide instruction in the following areas:

- Wilson Reading Program
- Read 180 Literacy Program
- Schools Attuned

Professional Development

- Using Data to Drive Instruction
- Engaging students
- Differentiated Instruction
- Interactive Teaching
- Collaborative Team Teaching
- Modification of Instruction
- Inquiry Team Implication for the School
- Adaptation of Instruction
- Learning Styles
- New Continuum
- Classroom Management
- ARIS and Assessment
- Alternative Assessment
- IEP Development
- Resiliency
- Datacation/ Skedula
- Common Core State Standards
- Core Inquiry Team- Developing Protocol for Looking at Students' Work (LASW)

from page 18 (Action plan)

Teachers will develop uniform tracking tools that teacher teams can use to monitor students' performance and progress over time.

Teachers will use benchmark data to differentiate and inform instruction. Teachers will attend professional development conferences and build capacity. Teachers will use portfolio assessment and report cards to track students' progress. All teachers will use a uniform grading system in assessing students' progress over time. Teachers will collaboratively use tools including datacacion, roll books and charts to show students' progress. Teachers will be trained in the use of ARIS and datacacion. The use of datacacion/ skedula will create an online community of parents, teachers and students who are well-informed and updated about students' academic as well as behavioral progress. A strong collaboration will be evident as teachers and parents communicate through the datacacion portal.

Data is used diagnostically at frequent intervals by teams of teachers to assess each student's learning and to identify the most effective teaching practices. There is time built into schedules for this shared work.

Meet with teachers in regards to how their data from Periodic assessment/classroom assessments should design/determine targeted lesson planning for students. Teacher teams will meet on a weekly basis to enable at least 75% of the 23 teachers in the school to participate and implement differentiation of instruction in their classrooms.

Professional development will be offered in gender learning styles and brain development to obtain a deep understanding of how students learn. Professional development is primarily on-site, intensive, collaborative, and job-embedded, and is designed and led by educators who model the best teaching and learning practice. All professional learning communities meetings are about instruction and models of good teaching.

There are well-defined standards and performance assessments for student work at all grade levels. Both teachers and students understand what quality work looks like, and there is consistency in standards of assessment.

Frequent and rigorous supervision is focused on the improvement of instruction.

150 hours of per session for training teachers in effective utilization of data in order to expand their repertoire. $(150 \text{ hours} \times 49.89) = \7483.5

from page 19 (GOAL- effective utilization of data)

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Teacher lesson plans/unit plans are evidently planned with differentiated strategies which consider students with IEPs, gender based learning, students' reading ability.

Teacher observations and walkthroughs should reveal incorporated different learning styles and student work products across different learning styles.

Students should confidently articulate why they are working on various projects, assignments, skills or tasks. Students should show an understanding of the purpose of flexible groupings. Additionally students will be able to explain that they have set and written their goals for their specific courses. Through this process, students and teachers are jointly accountable for progress, thereby setting high expectations.

Teachers assist students in fulfilling predetermined outcomes and competencies by engaging them in rigorous instruction through content acquisition, critical thinking, relevance, integration, application of concepts, long term retention and responsibility.

In academically rigorous classrooms, students actively explore, research and solve complex problems to develop a deep understanding of core academic concepts.

There is opportunity for students to develop and apply habits of mind as they navigate sophisticated and reflective learning experiences. Students weigh evidence, consider varying viewpoints, see connections, identify patterns, evaluate outcomes, speculate on possibilities and assess value.

Libraries contain books that cater to various learning styles. Classrooms are all connected to the Internet for easy access to technology.

Libraries possess a variety of genres. New collection of books labeled according to themes (college and careers, activism, relationships, empowerment) will be utilized for independent reading to support the balanced literacy program.

Teachers have a shared vision of what good teaching is, which is focused on rigorous instruction, high expectations, the quality of student engagement, and effective strategies for personalizing learning for all students.

Assessments consider various learning styles and modalities.

Documented student work, student progress, next steps, and reflections on the CFI interface. Minutes from weekly teacher team meetings, grade level meetings, and student work will indicate that the Inquiry Teams are active in all core subjects. Observation reports will be examined.

from page 22 (interdisciplinary curriculum for 9th through 12th grade)

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Teachers will meet once per week as teams to discuss students' work and modify instruction to address the needs of all students.

Teachers will attend grade level meetings to look at student cohorts. Intervisitation schedules will be created for teachers.

Students will be tested periodically through Scantron.

Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Scantron generated data and classrooms data will be used by teachers to differentiate instruction.

Teachers will create a curriculum map that shows coherence of the skills taught across subjects. The English Department has adapted the Bill and Melinda Gates Common Core Curriculum maps in English Language Arts to best serve the needs of our unique and diverse student population. The English faculty has taken this document as a work in progress to be refined and added onto as teachers interject lesson plans and best practices found to be successful by our English faculty. English teachers will have this document at hand in planning and revising lessons, and it will therefore grow as a working document. Additionally, various rubrics and lesson plan templates are included with the curriculum maps. The document, in this way, is truly designed to be a work at hand that we take from

and add to as we continually refine our best practices. These curriculum maps document the topics and skills that have been planned, taught and learned. The maps help teachers determine interventions and next steps. Teachers also use these maps to compare what has been covered in other grades, revealing repetition and gaps in the curriculum across disciplines, and highlighting strengths and weaknesses in aligning curriculum with state standards. These maps foster and support collaboration among teachers, and promote more effective instruction. A close examination of the ELA curriculum also shows that a large amount of informational texts are social studies materials, thereby making interdisciplinary connections realistic and functional.

100 hours of per session for ELA and social studies teachers to develop and execute an interdisciplinary curriculum for 9th through 12th grade in the area of ELA and social studies. (100 hours x 49.89) = \$4989 From page 23

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Documentation from interface of number of participating teachers.

Study Group Agendas

Professional Development Agendas

Vertically and horizontally aligned curriculum map at each grade level that is shared and posted school wide-teacher to teacher, with parents, with students, and in online communities.

Teacher observations that exhibit units of study that are grade appropriate and that spiral through expected learning outcomes.

Articulation meetings between the social studies and English departments for the purpose of examining social studies Regents questions and identifying reading skills that need to be reinforced. ELA and Social studies teachers discuss unit lesson plans to connect content knowledge to literacy skills.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	High School for Civil Rights				
District:	19	DBN #:	19k504	School BEDS Code:	331900011504

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					81.0	81.7	75.5		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					85.5	89.6	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					69.2	62.2	67.0		
Grade 8									
Grade 9	128	136	148	Students in Temporary Housing: Total Number					
Grade 10	66	96	108	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	58	68		8	26	8		
Grade 12	0	1	59						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	195	291	385		2	10	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions	19	30	TBD		
Number all others				Superintendent Suspensions	24	20	TBD		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes				Early College HS Participants	0	0	0
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	23	24	23
				Number of Administrators and Other Professionals	2	2	3
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	2	1	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	24	21	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.8	0.5	0.2	Percent more than two years teaching in this school	20.8	32.0	90.0
Black or African American	78.4	75.4	75.2	Percent more than five years teaching anywhere	58.3	64.0	70.0
Hispanic or Latino	19.2	21.8	21.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.5	1.1	Percent Masters Degree or higher	83.0	88.0	100
White	0.8	0.7	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial							
Male	50.9	53.3	53.5				
Female	49.1	46.7	46.5				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓SH	✓	✓	49
Ethnicity							
American Indian or Alaska Native							
Black or African American				X	✓		
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	▶
Overall Score	52.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)	8.5	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	12.6	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	28.7	Quality Statement 4: Align Capacity Building to Goals	▶
Additional Credit	3	Quality Statement 5: Monitor and Revise	Δ
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

In analyzing the 2008-2009 progress report the overall progress increased from an overall score of 37.8 in 2008 to an overall score of 52.8 in 2008-2009. In the environmental survey progress has been made which is an increase from 7.5 to 8.5.

Student performance, in 2008 was 4.4 which have then been increased to 12.6 in 2009.

Student progress increased from 24.7 in 2008 to 28.7 in 2009.

Attendance has been making a steady increase from 70% in 2004-2005 to 81% in 2009.

In 2008 one additional credit was earned, in 2009 the number of additional credits was increased to three.

The attendance among female students is much higher than that of male students.

For the progress report 2009-2010 improvement has been shown in all areas

PROGRESS REPORT

HIGH SCHOOL FOR CIVIL RIGHTS PROGRESS FROM 2007-2008 TO 2008-2009

2007-2008	2008-2009
OVERALL SCORE – 37.8 PLACED IN 9 TH PERCENTILE OF ALL HIGH SCHOOLS 9% OF ALL HIGH SCHOOLS SCORED LOWER	OVERALL SCORE – 52.8 PLACED IN 23 RD PERCENTILE OF ALL HIGH SCHOOLS 23% OF ALL HIGH SCHOOLS SCORED LOWER
SCHOOL ENVIRONMENT 7.7 OUT OF 15 WHICH YIELD	SCHOOL ENVIRONMENT 8.5 OUT OF 15 WHICH YIELD
STUDENT PERFORMANCE 4.4 OUT OF 25 WHICH YIELD	STUDENT PERFORMANCE 12.6 OUT OF 25 WHICH YIELD

STUDENT PROGRESS 24.7 OUT OF 60	STUDENT PROGRESS 28.7 OUT OF 60
ADDITIONAL CREDIT 1 CREDIT IN MATH 34.3 TO 43.4 (37.8) BOTTOM OF C	ADDITIONAL CREDIT 3 CREDITS IN ELL & ELA 44.0 TO 53.9 (52.8) TOP OF C & 1 POINT BELOW A SCORE OF B
OVERALL CONCERNS	
<ul style="list-style-type: none"> ❖ CREDIT ACCUMULATION (AT LEAST 10 CREDITS PER YEAR) ❖ PROGRESS TOWARDS GRADUATION 	

2008 TO 2009 PROGRESS

Your school relative to Peer Horizon:

This Year's Score:

28.7 out of 60

C

Your School Relative to City Horizon:

Percentage of Students Earning 10+ Credits in 1st Year	57.2%	55.4%	117
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	64.5%	58.6%	35
Percentage of Students Earning 10+ Credits in 2nd Year	33.5%	34.1%	112
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	17.3%	21.7%	30
Percentage of Students Earning 10+ Credits in 3rd Year	16.5%	19.2%	120
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	23.8%	25.7%	33
Average Completion Rate for Remaining Regents	55.6%	43.4%	329
Weighted Regents Pass Rates			
English	47.0%	46.8%	113
Mathematics	66.1%	61.4%	206
Science	74.5%	72.0%	136
United States History	52.0%	47.1%	120
Global History	73.0%	70.8%	143

The aids to the school's continuous improvement is that the majority of our teachers have been teaching for more than two years and are very much aware of the needs of the school.

The High School for Civil Rights consists of 119 ninth graders, 95 tenth graders, 63 eleventh graders, 58th twelfth graders and is in its 7th year of existence. An analysis of the data indicates that there is a need for enrichment in the area of ELA. We did not make AYP target for school year 2009-2010. Over half of the ninth graders did not pass their English class in the first grading period of the second semester.

The need for the implementation of the specialized reading program Read 180 and double period classes for 9th graders were based on the following.

1. Eighty percent of students entering grade 9 in September 2004 scored at level I or II on the 2003-2004 standardized NYS ELA assessment.
2. Eighty percent of students entering grade 9 in September 2005 scored level I or II on the 2003-2004 standardized NYC assessment.
3. Forty percent of grade 9 students achieved passing grades in ELA for the fall 2004 semester.
4. Although our school is in good standing for mathematics and graduation rate (AYP), we need improvement in English Language Arts. We will address the needs of our economically disadvantaged students and Hispanic students by providing PM school on Tuesdays and Wednesdays. We also offer Saturday school and period 5 tutoring to enhance their performance. As a part of our Supplementary Education Program, students will receive tutoring at home.
5. Will put systems in place to improve our attendance.

Implications for the Instructional Program:

In our school year 2010/2011, we will continue our newly implemented after school English Enrichment Program. To increase literacy we have extended our balance literacy program to include the Civil Rights classes. In all Civil Rights classes students are required to engage in quantitative analytical reading activities. Students will be placed in an extra Reading Immersion class to improve literacy.

In closing the achievement gap, 20.4% of our 2006 cohort in the lowest third, scored 75 or higher on the ELA Regents. Relative to Peer Horizon HSCR scored 70.9% on the ELA Regents.

1. "Read 180" literacy support software program will continue to be implemented in ELA classes serving students who have been identified as Level I or II by ELA assessments.
2. AIS programs will continue to be implemented in double period ELA classes for Level I and II ninth year students as well as in tutorial classes scheduled for PM school. We continue to hold double period Global Studies.
3. A CTT special education program will continue to be implemented for students with I.E.Ps incorporating the services of a special education teacher.
4. ELL students will continue to receive services via a pull-out program utilizing the services of the ELL teacher.
5. All 10th and 11th grade students will be programmed for a SAT prep class designed to support and enhance their achievement in ELA as well as to maximize their achievement on the PSAT and SAT exams. In addition, SAT tutoring is also offered on Saturdays.

Common Core Curriculum:
Standards for ELA
High School for Civil Rights

The High School for Civil Rights English Department has adapted the Bill and Melinda Gates Common Core Curriculum maps in English Language Arts to best serve the needs of our unique and diverse student population. The English faculty has taken this document as a work in progress to be refined and added onto as we interject our own lesson plans and best practices found to be successful by our English faculty. Our English teachers will have this document at hand in planning and revising lessons, and it will therefore grow as a working document. Additionally, we have at our disposal various rubrics and lesson plan templates that are included with the curriculum maps. The document, in this way, is truly designed to be a work at hand that we take from and add to as we continually refine our best practices.

In adapting the new Common Core State Standards, we transition from the former New York State Standards, and note in particular the growing emphasis to college and career readiness in the new standards. The new curriculum maps, adopted in early 2011, are planned around a central guiding question, intended to answer the “so what?” question. As students work through the unit, the essential question will serve as a guidepost, leading them to divergent thinking as they come up with many possible answers—the sort of practice which will be required of them in college and in the workplace.

As students explore the essential question of each unit, they employ various skills and knowledge as set forth in the standards highlighted in the maps. This list is not meant to be exhaustive, and as teachers refine further the document, they likely will discover other related standards implicit in the units of study.

At the ninth grade level, our students will explore in a survey course, various genres of literature, both fiction and non-fiction, from diverse cultures. Tenth graders will study global literature; eleventh graders American literature, and twelfth graders, European literature.

Each unit at every grade level highlights key vocabulary and suggested activities. Again, the faculty has personalized and enhanced by integrating our own best practices, exemplar texts, lesson plans, and terms. These are tried and successful units with our student population. Moreover, we are always in the process of further refining our teaching for the needs of students as diverse learners. We integrate ideas that help to address learning needs of Special Education students, English Language Learners, and high-achieving students.

Data Analysis/Findings – Math:

For students meeting graduation requirements in mathematics Regents, performance increased from 68.3% (2008-2009) to 89.1 % (2009-2010). All students met AYP within the 2006 cohort made AYP. They also met participation criterion. The state’s Performance Objective for 2009 – 2010 was 163 the performance index in mathematics is 171. All accountability groups in mathematics, met AYP.

Special Education (mathematics) increased from 33.3% to 66.7% scoring at 65 and above

The High School for Civil Rights consists of 98 ninth graders and 100 tenth grade students in its second year of existence. An analysis of the data indicates that there was a need for enrichment in the area of mathematics. Twenty eight percent of the ninth graders did not pass their math class in the first grading period of the second semester.

In mathematics, 98.8% of students scored 98.8% in relative to Peer Horizon on 2010 Progress Report.

1. Eighty percent of students entering grade 9 in September 2004 scored a level of I or II on the 2003-2004 standardized NYS mathematics assessment.
2. Eighty percent of students entering grade 9 in September 2005 scored a level I or level II on the 2003-2004 standardized NYC mathematics assessment. Outcomes of the 2004-2005 assessments were not available at the time this document was prepared.
3. Sixty-one percent of grade 9 students achieved passing grades in ELA for the fall 2004 semester.
4. Our students have met the AYP in mathematics and graduation rate on a consistent basis.

In 2010- 2011 there are 142 9th graders, 139 10th graders, 88 11th graders and 74 12th graders.

There are 59 students in Collaborative Team Teaching program and 25 English Language Learners.

In terms of gender, there are 46% females and 53% males.

Implications for the Instructional Program:

The High School for Civil Rights has implemented the Jefferson Math Project. This program was created by our Math teacher Mr. Steven Sibol. The program consists of a database of Math Regents Examination questions which consists of a database of Regents Examination questions, which coincides with the text *New York Math A* by Prentice Hall. In 2009-2010 students are being prepared for a new New York State Regents Examination. Students are now being prepared for Integrated Algebra I and II. Students are also being prepared for Geometry and Trigonometry. The Jefferson Math Project (JMAP) integrates the Regents questions with algebra and geometry libraries in worksheet builder, a program available to all New York City High School Math teachers. The CD includes over 350 worksheet templates with Regents and non-Regents questions. High School for Civil Rights utilizes Eduware Test Maker Wizard Programs with questions based on the New York State Regents.

Level 1 and Level 2 students are also programmed for Math Enrichment. During Math Enrichment the teacher utilizes the New York Integrated Mathematical Skills and Concepts Review student workbook. This will give students topic –by-topic practice and review to support the New York Integrated Math.

1. An AIS math enrichment program is implemented in 9th period classes scheduled for all level I and II ninth grade students.
2. PM and Saturday school tutorial classes, enrichment and tutorial classes in mathematics are being offered to all students.
3. All 10th grade students are being programmed for SAT prep class which is designed to support and enhance their achievement in mathematics as well as to maximize their achievement on the PSAT and SAT exams.

Data Analysis/Findings – Science:

The High School for Civil Rights consists of 98 ninth graders and 100 tenth graders during its second year of existence. An analysis of the data indicates that there was a need for enrichment in the area of science. Over seventy percent of the ninth graders did not pass their science class in the first grading period of the second semester.

1. Only forty seven percent of grade 9 students entering in September 2004 achieved passing grades in the Living Environment course for the fall of 2004 semester.
2. A review of student records and teacher assessments indicate a passing percentage of 60% in June 2006. Students achieving passing grades in June will be given credit for the entire school year.
3. Ninety five percent of our 12th grade students have passed NYS Regents in science by June 2008.
4. 2009-2010 more than 98% of all graduating seniors have passed NYS Regents mathematics. We have also made AYP in this subject.
5. Students are now able to track their progress using a web-based program called datacation.

Implications for the Instructional Program:

Teachers in all subject areas have received Professional Development that offers strategies to help students become successful in passing the Living Environment Regents. Failing students have been programmed for Living Environment PM school and Saturday Academy. In addition, tutoring is offered five days a week. Review and update of the curricula to ensure that they are standards based and follow a well designed calendar of lessons.

1. The correlation between literacy skills and students scores in science indicates a need for an increase literacy component in the science. This will be achieved by differentiating instruction by introducing supplementary readings matched to individual skill levels.
2. To assist students with poorly developed literacy skills additional hands-on laboratory components was infused into the science curricula in both 9th grade Living Environment classes and 10th grade Earth Science classes.
3. PM school and a week-end academy will be organized to provide Living Environment classes for students who failed to earn science credit during the 2009-2010 school years.
4. AIS program will be provided via tutorial offered during PM school and included in the week-end academy.
5. Needs of special education students will be met through CTT classes.
6. Needs of ELL students will be met through supplementary instruction provided by an ESL teacher.

PART V – SECTION E: Social Studies (*Including civics and government, economics, history, and geography*)

Goal: All students in High School for Civil Rights will meet and/or exceed their respective Performance Standards through a seamless and unified curriculum.

Objectives: By the conclusion of Regents Social Studies courses, students will score at or above 65% on the appropriate Social Studies Regents exam or an equivalent on any Alternative Assessment given to students. For non-Regents Social Studies courses, students will score at or above a 65% or an equivalent on any Alternative Assessment given.

Description of Proposed Instructional Strategies for Social Studies (*that are based on scientifically based research*):

Social Studies instruction will utilize:

- New York City Standards Social Studies and the New York State Core Curriculum
- Document-based and project-based instruction
- Reading, discussing, and using expository text strategies
- Journal writing and 4-Square writing techniques
- Small group and differentiated instruction
- Written and oral reports, and presentations
- Effective questioning techniques to facilitate productive accountable discussions and investigations
- Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, Applied Learning Standards projects and the NYS Social Studies exam will be utilized to guide instruction.

AIS content area support in social studies will be based upon the following criteria:

- Recommendations based on a review of proficiency levels, class participation, student work, homework, report card grades and/or student records for students in grades where there are no State assessments; and
- Recommendations from school staff (teachers, administrators, counselors, etc.) and parents.

Professional Development:

High quality professional development in Social Studies is provided for teachers, staff members and parents as part of an overall plan for the school. Professional development in Social Studies is spearheaded by the Network Leader and UFT.

As noted in Section V.A - Literacy:

- Monthly, Regional Principals' and Assistant Principals' conferences
- Monthly Local Instructional Superintendent/Principals Cohort Meetings
- Targeted Differentiated Professional Development:
- Bi-monthly 45 minutes faculty conference/professional development
- UFT Teachers Center
- Study Groups
- Summer (July and August) Professional Development
- ELL Professional Development for teachers of Social Studies
- Social Studies Support using Technology: Technology support for computer software that is available in English and Native Languages will target teacher and student needs

for strategic improvement in Social Studies.

PART V – SECTION F: Foreign Language

Goal: To ensure that all students in HS High School for Civil Rights will master the Listening/Speaking/Reading/Writing skills needed to meet or exceed the standards in Languages Other Than English (LOTE), as well as performance in all cross-cultural, interdisciplinary areas. One computer for every four students in a classroom.

Objectives: By June 2009, High School for Civil Rights will:

- Identify, implement, assess and evaluate those instructional programs and initiatives that impact on enhancing student achievement in the area of Second Language Acquisition.
- All students in High School for Civil Rights are expected to meet or exceed classroom and benchmark scores in alignment with NYS Standards in Second Language Acquisition.

By the conclusion of each course, students will score at or above 65% on the Regents exam or an equivalent on any Alternative Assessment given to students. For non-Regents courses, students will score at or above a 65% or an equivalent on any Alternative Assessment given. Increases the use of technology equipment (video camcorder digital camera, handheld palm)

Description of Proposed Instructional Strategies for Foreign Languages (that are based on scientifically based research):

- All students in grade 11 will receive 5 periods per week of (Spanish) instruction by an appropriately certified teacher.
- All students will engage in appropriate standards based instructional practices and related efforts to enhance the listening/speaking/ reading/writing inherent to the second language acquisition process by participating in simulated situation by means of:
 - Dialogues
 - Role-playing
- All students will engage in the use and application of the second language through:
 - Community services
 - Special projects
 - Educational/cultural trips
- Professional Development will be provided that:
 - Promotes LOTE (Language Other Than English) standards through school-based study groups.
 - Assists schools in developing curriculum units that model the use of best practices.
 - Provides strategies for teacher and administrators in the use of the workshop model to support instructional strategies.
 - Develops study groups to foster research based instructional materials and practices.

Teacher will incorporate technology into instruction utilize white boards, smart boards, touch in hand computers screens internet based assignments and assessments)

Professional Development:

High quality professional development in Languages other than English (LOTE) is provided for teachers, staff members and parents as part of an overall plan for the school. Professional development in Science is spearheaded by the Network Leader.

Teachers will attend workshops to improve their technology skills, learn how to integrate technology into instruction.

As noted in Section V.A - Literacy:

- **Monthly, Principals' and Assistant Principals' conferences**
- **Monthly Principals' Cohort Meetings**
- **Targeted Differentiated Professional Development:**
- **Bi-monthly 45 minutes faculty and departmental conferences**
- **UFT Teachers Center**
- **Study Groups**
- **Summer (July and August) Professional Development**
- **Foreign Language support using Technology: Technology support for computer software that is available in English and Native Languages will target teacher and student needs for strategic improvement in LOTE.**
- **New teacher mentoring**

PART V – SECTION I: Physical/Health Education

Goal: To provide high quality physical education instruction and after school athletic programs. Students learn to express their creativity and develop skills in various program areas

Objectives: To educate, challenge and encourage all young people in the knowledge, skills and attitudes needed for a healthy and fit life. Understanding health issues and sport programs. Students will be physically fit, will understand personal health issues, will learn teamwork and sport skills.

Description of Proposed Instructional Strategies for Physical Education:

- Plan guest speakers and clinicians to improve learning of specific physical skills.
- Organize Track and Field Days, Dance and Step culminating activities.
- Twice weekly gym classes
- Intramural competitions
- Fitnessgram
- Health Ed included in advisory class
- Opportunity to participate in team sports
- Swimming classes and swim team (Fix pool or use YMCA pool)

Professional Development:

- Organize intervisitations between teachers to highlight strengths and decrease weaknesses.
- Invite guest speakers with a specific instructional focus such as: “Fitnessgram” Fitness Testing; Physical Best Curriculum for Lifelong Health and Fitness; New York Jr. Tennis League; NY Road Runners Foundation; The Sports and Arts in School Foundation and Brooklyn Admirals Lacrosse.
- Distribute curriculum to teachers.
- Distribute equipment to teachers.
- Distribute videos, CD’s and activities resources from the Director’s Library, for teacher use.
- Schedule the Network support Master Teacher (F status) to conduct professional development with individual teachers and their students.
- Distribute and review the Physical Education Pacing Calendar, Unit Plans and Lesson Plan format to teachers.
- Distribute ideas and materials for Walls of Fame, Certificates of Achievement, Bulletin Boards, Word Walls and Showcase displays.

PART V – SECTION K: Enrichment

Goal: Students of High School for Civil Rights will be provided with an enrichment opportunity that will expand their knowledge base, explore their unique talents and skills and develop an appreciation for project based learning. Students enjoy being in school and develop a variety of skills in thoughts and other creativities.

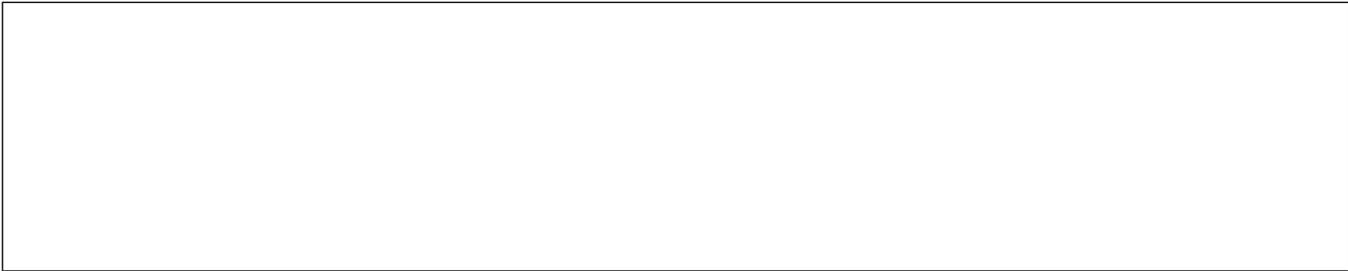
Objectives: By June 2011, all students including ELLs and students with disabilities will participate in at least one enrichment experience in each subject area. Provide a wide variety of after school activities that will develop a culture of success.

Description of Proposed Strategies for Enrichment:

- Creation of an enrichment class to support level 3 and level 4 students.
- Clubs that focus on academic areas and the arts, for example: Law Team, Debate Team, Dance Club, Music Club, Drama Club, Cheerleading Club.
- Clubs
 - development of an Entrepreneurs Club
 - development of a dance club
 - development of a student newspaper
 - development of a youth career exploration program
- Pull-out programs.
- Guest speakers
- Whole class experiences:
 - student leadership development exercises
 - group problem solving exercises
 - recreational activities
 - nutrition counseling
- Class trips to cultural institutions, institutions of higher learning, cultural or historic events:
 - student trips to the American Museum of Natural History and the Rose Science Center
 - Tour of US Naval Battleship
 - Class trip to Shomberg Center Malcolm X Exhibit
- Internet explorations
- Project-based opportunities
- Intervisitations to other schools, classes
- To have double-dutch, basketball etc... fun field trips, fundraising
- Field trips (talk to Ms. Andrade to talk about different trips), make forms to vote on trips and uniform admissions to Six Flags Great Adventure. Fundraising for the H.S. for Civil Rights.
- Advisory classes that include legal education, civil rights education, community development skills, health education
- Field trips
 - Class trip to Polytechnic University
 - Class trip to City College (NYC) Entrepreneurs Expo
- Fundraising events

Professional Development:

- Enrollment in courses at local colleges
- Trips to cultural institutions, institutions of higher learning, cultural or historic events
- Internet explorations
- On-site consultants to provide instruction in learning how to involve students in project-based opportunities
- Intervisitations to other schools.
- Partners meetings



NYC Department of Education - Joel J. Klein, Chancellor

HIGH SCHOOL FOR CIVIL RIGHTS

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Brooklyn, NY 11207

www.hscivilright.net



Phone: (718) 922-6289

Michael S. Steele, Principal
Jean Etienne, Assistant Principal

Fax: (718) 922-7253

School – Parent Compact

The High School for Civil Rights agrees to:

1. Hold a parent orientation meeting by October 1st of each school year to inform all parents of the content of the curriculum to be implemented in all subject areas, behavioral and academic expectations, and various academic intervention services to ensure their child their highest academic and social potential.
2. Inform parents of their rights and responsibilities at this meeting, and their participation in the instructional program activities will be encouraged.
3. Encourage parents to join committees which will be involved in reviewing, planning and improving the instructional programs.
4. Inform parents that through their participation in school based planning meetings, they will be able to provide ongoing input regarding the instructional program.
5. Parents will be provided with information on their children’s progress through quarterly reports and conferences, open door policy allowing access to administrative staff, standardized test results home reporting, and teacher evaluation reports.

6. Parents will be encouraged to attend workshops given by literacy, mathematics and technology staff developers/coaches to further develop their understanding and expertise in these subjects.

Principal's signature

Date

Parents/Guardians agree to:

1. Become involved in developing, implementing, assessing, and revising the school-parent involvement policy.
2. Attend workshops on parenting and learning strategies to further enable them to help their child succeed in school.
3. To work with their children on schoolwork/homework assignments
4. To monitor their child's attendance, homework, and television viewing
5. To share responsibility as partners with teachers in their child's achievement
6. To keep lines of communication between themselves and their child's teacher and school administration open so they remain aware of their child's educational need and progress
7. To provide input for the parent teacher association and parent coordinator about they type of assistance/training they might need in order to more effectively support their child's educational process.



I have read and understood the High School for Civil Rights School Parent Compact. I will make every effort to insure that the agreements noted are adhered to by my child, me and the school.

Please sign, tear off and return to your child's teacher.

Child's Name

Class

Parent's signature

Date

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.



Principal Performance Review 2010-2011 Goals and Objectives Template

Principal’s Name: Michael Steele

School Name: 19k504

Superintendent: Karen Watts

Cluster:302

Date:11/10/10

District:19

Network Leader: Roz German

Goals and Objectives Template: Identify a maximum of 5 Goals and Objectives. Please use this template for each goal.

Goal Number 1	
Goal:	Describe your goal. To develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction.
Measurable Objective	Set the measurable target that will define whether you have met your goal. <ol style="list-style-type: none">1. 100 % of teachers will participate in professional development around differentiated instruction that addresses the needs of students with IEPs, boys vs. girls learning styles, and teaching students with varying reading levels.2. 80% of teachers will demonstrate differentiated

	<p>instruction strategies in observed lessons and walkthroughs.</p> <p>3. 80% of classrooms will reflect resources to support differentiated learning.</p>
<p>Action Plan</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Teacher will develop uniform tracking tools that teacher teams can use to monitor students' performance and progress over time. Teachers will use benchmark data to differentiate and inform instruction. Teachers will attend professional development conferences and build capacity. Teachers will use portfolio assessment and report cards to track students' progress. All teachers will use a uniform grading system in assessing students' progress over time. Teachers will collaboratively use tools including datacations, roll books and charts to show students' progress. Teachers will be trained in the use of ARIS and datacations. Meet with teachers in regards to how their data from Periodic assessment/classroom assessments should design/determine targeted lesson planning for students. Teacher teams that will meet on a weekly basis to enable at least 75% of the 23 teachers in the school to participate and implement differentiation of instruction in their classrooms. Professional development will be offered in gender learning styles and brain development to obtain a deep understanding of how students learn. 150 hours of per session for training teachers in effective utilization of data in order to expand their repertoire. (150 hours x 49.89)=\$7483.5</p>

<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Teacher lesson plans/unit plans are evidently planned with differentiated strategies which consider students with IEPs, gender based learning, students' reading ability.</p> <p>Teacher observations and walkthroughs should reveal incorporated different learning styles and student work products across different learning styles.</p> <p>Libraries possess a variety of learning styles.</p> <p>Libraries possess a variety of genres.</p> <p>Assessments consider various learning styles and modalities.</p> <p>Documented student work, student progress, next steps, and reflections on the CFI interface. Minutes from weekly teacher team meetings, grade level meetings, and student work will indicate that the Inquiry Teams are active in all core subjects. Observation reports will be examined.</p>
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Principal's Name: Michael Steele
 School Name: High School for Civil Rights
 Superintendent: Karen Watts
 Cluster:CFN 302
 Date:11/10/10

District: 19

Network Leader: Roz German

Goal Number 2	
Goal	<p>Describe your goal.</p> <p>To analyze periodic data to set goals and plan the instructional program for students in ELL and Special Education subgroups.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Students' performance in the core subjects will show an increase of 5% in credit accumulation by June 2011.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Teachers will use benchmark data to differentiate and inform instruction. Teachers will use portfolio assessments and report cards to track students' progress. All teachers will use a uniform grading system in assessing students' progress over time. Teachers will collaboratively use tools including datacacion, roll books and charts to show students' progress. Professional Development will be conducted with teachers and administrators 3 days each term in the utilization of datacacion to track ELL and Special Education subgroups. ELL and IEP Coordinators will share the academic status of those students to the faculty on a weekly basis including their daily attendance. Students will receive additional assistance by attending 9th period tutoring, PM school and Saturday school.</p> <p>Professional Development will be conducted with teachers and administrators 3 days each term in the utilization of datacacion to track students' growth over time. 100 hours x 49.89= (\$4989).</p>

Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Documented student work, student progress and next steps. Minutes from weekly teacher team meetings, grade level meetings, and student work will indicate that the Inquiry Teams are active in all core subjects. Evidence from observation reports. Scholarship reports to identify relationships between school years.
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Principal's Name: Michael Steele
 School Name: High School for Civil Rights
 Superintendent: Karen Watts
 Cluster: CFN 302
 Date:11/10/10

District:19

Network Leader: Roz German

Goal Number 3	
Goal	<p>Describe your goal.</p> <p>To develop an interdisciplinary curriculum for 9th through 12th grade students in ELA and social studies.</p>
Measurable Objective	<p>Students' performance on NYS Regents in ELA will show an increase of at least 5% by June 2011.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Teachers will meet once per week as teams to discuss students' work and modify instruction to address the needs of all students. Teachers will attend grade level meetings to look at student cohorts. Intervisitation schedules will be created for teachers. Students will be tested periodically through Scantron. Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Scantron generated data and classrooms data will be used by teachers to differentiate instruction. Teachers will create a curriculum map that shows coherence of the skills taught across subjects. 100 hours of per session for ELA and social studies teachers to develop and execute an interdisciplinary curriculum for 9th through 12th grade in the area of ELA and social studies. (100 hours x 49.89) = \$4989</p>

<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Documentation from interface of number of participating teachers. Study Group Agendas Professional Development Agendas Vertically and horizontally aligned curriculum map at each grade level that is shared and posted school wide-teacher to teacher, with parents, with students, and in online communities. Teacher observations that exhibit units of study that are grade appropriate and that spiral through expected learning outcomes.</p>
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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 2010-11 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, PLA, 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):
English Language Arts _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop an interdisciplinary curriculum for 9th through 12th grade students in ELA and social studies.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will meet once per week as teams to discuss students’ work and modify instruction to address the needs of all students. Teachers will attend grade level meetings to look at student cohorts. Intervisitation schedules will be created for teachers. Students will be tested periodically through Scantron. Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Scantron generated data and classrooms data will be used by teachers to differentiate instruction. Teachers will create a curriculum map that shows coherence of the skills taught across subjects.</p> <p>In adapting the new Common Core State Standards, we transition from the former New York State Standards, and note in particular the growing emphasis to college and career readiness in the new standards. The new curriculum maps, adopted in early 2011, are planned around a central guiding question, intended to answer the “so what?” question. As students work through the unit, the essential question will serve as a guidepost, leading them to divergent thinking as they come up with many possible answers—the sort of practice which will be required of them in college and in the workplace.</p> <p>As students explore the essential question of each unit, they employ various skills and knowledge as set forth in the standards highlighted in the maps. This list is not meant to be</p>

exhaustive, and as teachers refine further the document, they likely will discover other related standards implicit in the units of study.

At the ninth grade level, our students will explore in a survey course, various genres of literature, both fiction and non-fiction, from diverse cultures. Tenth graders will study global literature; eleventh graders American literature, and twelfth graders, European literature.

Each unit at every grade level highlights key vocabulary and suggested activities. Again, the faculty has personalized and enhanced by integrating our own best practices, exemplar texts, lesson plans, and terms. These are tried and successful units with our student population. Moreover, we are always in the process of further refining our teaching for the needs of students as diverse learners. We integrate ideas that help to address learning needs of Special Education students, English Language Learners, and high-achieving students.

In the English departmental meetings, the following activities are ongoing:

- engaging the teachers in understanding the core curriculum state standards and finding alignment with the NYS Performance Standards
- identifying literary selections and related student work that are aligned with the Core Curriculum State standards (CCSS)
- revising the curriculum to explicitly identify Bloom's higher order thinking skills
- engaging the teachers in a continuous cycle of revision and redesigning the curriculum throughout the school year
- evaluating the curriculum design by the end of the school year 2011
- adding the school's own collection of literary selections (bookroom, classroom libraries and newly purchased books)
- identifying literary terms that should be learned by the students per grade level (introduced, reinforced, reviewed, enriched)
- for AP classes to identify literary selections currently being used
- generating a credit recovery outline from the ELA curriculum
- developing exemplary lesson plans that address differentiated instruction
- developing interdisciplinary unit plans
- designing rubrics for activities and fully adapting the ELA Regents rubric
- identifying best practices in the teaching of vocabulary and writing
- designing modifications for students with special needs, ELLs, struggling readers and high-achievers

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Teachers will remain after school once per week for professional development.</p> <p>150 hours of per session for training teachers in effective utilization of data in order to expand their repertoire. (150 hours x 49.89)=\$7483.5 Students will receive tutoring in ELA and social studies. Students are scheduled during the 5th and 9th period. PM and Saturday school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Documentation from interface of number of participating teachers. Study Group Agendas Professional Development Agendas Vertically and horizontally aligned curriculum map at each grade level that is shared and posted school wide-teacher to teacher, with parents, with students, and in online communities. Teacher observations that exhibit units of study that are grade appropriate and that spiral through expected learning outcomes. Documented student work, student progress, next steps, and reflections on the CFI interface. Minutes from weekly teacher team meetings, grade level meetings, and student work will indicate that the Inquiry Teams are active in all core subjects. Observation reports will be examined.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	119							
10	95							
11	63							
12	56							

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:	<p>Read 180 is offered to students that entered the school in the lowest third. Tutoring is offered during period 5 for five days per week. PM School is also offered on Mondays and Tuesdays from 3:09pm to 5:00pm. Tutoring is also offered on Saturdays as a part of the Saturday School Program. These programs are small group tutoring. Teachers place emphasis on differentiation of instruction, writing and vocabulary development.</p> <p>Students receive (one-to-one tutoring) Supplementary Educational Services at home in the subject identified for improvement. This occurs after school and on weekends.</p> <p>Emphasis is placed on differentiated instruction in order to address the needs of all sub-groups. Teachers are also made aware of the sub-population that did not make AYP.</p>
Mathematics:	
Science:	
Social Studies:	<p>Tutoring is offered during period 5 for five days per week. PM School is also off on Mondays and Tuesdays from 3:09pm to 5:00pm. Tutoring is also offered on Saturdays as a part of the Saturday School Program. These programs are small group tutoring. Teachers place emphasis on differentiation of instruction, writing and vocabulary development. Double period courses are offered for 9th grade social studies.</p>
At-risk Services Provided by the Guidance Counselor:	

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

High School for Civil Rights, located in the Thomas Jefferson building in Brooklyn's District 19, is a 9-12 high school, whose diversity mirrors that of New York City schools. Our students have an array of courses to choose from, including those of a dynamic and exemplary civil rights and law program, as well as honors and AP courses.

All of our ELL's have equal access to all school-theme programs, both in school and extracurricular.

We currently serve 40 LEP students within a school-wide population of 440. Our ELL population reflects a variety of cultures, languages, and academic backgrounds, whose diversity greatly enhances our school community. We currently serve students who speak Spanish, French, Haitian Creole, Chinese, Garifuna, Arabic, Yoruba, and Twi. They come with a great variety of educational foundations, ranging from SIFE to enriched, private school educations. Their levels of English range from beginning, non-English speakers to advanced, nearly proficient speakers. Also, their levels of literacy, both in English and in their primary language, vary greatly.

Title III After School Regents Tutorial Program

In addition to all mandated services that ELL students are entitled to, our school offers the following to all of our LEP population, included x-coded students, and students having passed NYSELAT within the past two years.

- Targeted after school tutoring from a teacher who is licensed in ESL, ELA, and Spanish from February to June 2 hours a week for 20 sessions.
- Saturday school instruction in all content areas, with support from Spanish, Creole, and French-speaking faculty from April to June 2 hours a week for 10 sessions.
- Specialized Regents Prep course from a licensed ESL teacher working in coordination with teachers certified in Math, Living Environment, and Global Studies
- Support from school Social worker, Special Education teachers (for our IEP students), and a Spanish-speaking Guidance Counselor, in

addition to French and Creole-speaking faculty and administrative personnel who also interact closely with our LEP parent population to keep them informed of all instructional interventions for the LEP population

All students served under this program are in grades 9-12 and all instruction takes place in English with occasional Spanish, French, and Creole translations from above-mentioned educators. All of our content area texts have Spanish bilingual glossaries, and many of our texts also have Spanish companion versions available, which we utilize with our beginning speakers. We also make frequent use of all the languages available online of past Regents exams. All of our ELL's are offered side-by-side testing in both English and their primary language, so our Regents prep courses are taught with students utilizing both languages. The students respond in the language they feel the most comfortable in. We utilize our Spanish, French, and Creole-speaking educators to aid in assessing those who are not yet able to respond in English.

Students take all of their content classes in English; however, they are often unable to understand the text, the projects and the homework. Very often, family members are unable to help because they do not speak English. This program helps ELLs understand their lessons, study for tests and do their homework and projects. Their English skills improve in the process.

In addition to the tailored services we offer ELL students, all ELL students are able to partake in any service or activity offered at no cost to Title III to all other students. No exclusions exist.

Materials that will be purchased with Title III funds to support this program are:

- Novels for ELA Regents Tutorial
- Content Area Regents Practice books in different languages
- Multicultural Supplementary Libraries
- Native Language Libraries
- Bilingual Translation Dictionaries
- NYSESLAT Practice Materials
- Supplies

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Teachers will be made aware of the needs of all ELL students. All teachers will examine student work modify instruction to address their needs. Teachers attend professional development at the Network level.

Throughout the year, we will conduct several workshops with components focusing on ESL instruction. All incoming teachers will also go through the required 7.5 hours of training. Some of the workshops that will be offered to all teachers of ELLs are the following:

- CR Part 154 Rules and Regulations
 - Placement into and exit from ESL
 - Modifications for ELL's—formal and informal assessments
 - Differentiated Instruction for ELLs in ELA and Content Areas
 - Analyzing ELL Data to Inform Instruction
 - Cultural variances
-
- The language acquisition process—BICS and CALP

Our Parent Coordinator, Guidance Counselor, and School Translators offer various workshops for all our parents including the parents of ELL's. Some of the workshops offered are:

- Graduation Requirements
- NYS Regents in Content Areas
- NYSESLAT Assessment
- After School Regents Prep Programs
- College Programs and Financial Aid Applications

Also, a small amount of Title III money will be allocated for parent outreach supplies (postage, paper, etc.)

Form III – A (1)(b) 19k504

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

Allocation: \$15,000.00

Section III. Title III Budget

School: 19k504

BEDS Code: 331900011504

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) - Per session - Per diem	(\$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 - 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 - 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		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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. Gather information from parents regarding ethnicity and languages. Parents are required to complete a survey regarding their translation needs.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. 22.17% of our student population is Hispanic. 1% of our student population are French speaking. Messages are sent to parents in both English and their native language.

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. Translational services are provided by school staff. All documents are translated based on the needs of the parents.
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.
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>.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:		3500	3500
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 25
6. 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. We have 100% highly qualified teachers.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – 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 establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

An analysis of the data indicates that there is a need for enrichment in the area of ELA. We did not make AYP target for school year 2009-2010. Over half of the ninth graders did not pass their English class in the first grading period of the second semester.

The need for the implementation of the specialized reading program Read 180 and double period classes for 9th graders were based on the following.

1. Although our school is in good standing for mathematics and graduation rate (AYP), we need improvement in English Language Arts. We will address the needs of our economically disadvantaged students and Hispanic students by providing PM school on Tuesdays and Wednesdays. We also offer Saturday school and period 5 tutoring to enhance their performance. As a part of our Supplementary Education Program, students will receive tutoring at home.
2. Will put systems in place to improve our attendance.

2. Schoolwide reform strategies that:

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

The High School for Civil Rights English Department has adapted the Bill and Melinda Gates Common Core Curriculum maps in English Language Arts to best serve the needs of our unique and diverse student population. The English faculty has taken this document as a work in progress to be refined and added onto as we interject our own lesson plans and best practices found to be successful by our English faculty. Our English teachers will have this document at hand in planning and revising lessons, and it will therefore grow as a working document. Additionally, we have various rubrics and lesson plan templates that are included with the curriculum maps. The document, in this way, is truly designed to be a work at hand that we take from and add to as we continually refine our best practices.

These curriculum maps

- document the topics and skills that have been planned, taught and learned, helping teachers determine interventions and next steps.
- help groups of teachers compare what has been covered in other grades, revealing repetition and gaps in the curriculum across disciplines, and highlighting strengths and weaknesses in aligning curriculum with state standards.
- foster and support collaboration among teachers, and promotes more effective instruction.

In adapting the new Common Core State Standards, we transition from the former New York State Standards, and note in particular the growing emphasis on college and career readiness in the new standards. The new curriculum maps, adopted in early 2011, are planned around an essential question, intended to unify the theme of the literary selections. As students work through the unit, the essential question will serve as a guidepost, leading them to divergent thinking as they come up with many possible answers—the type of practice and immersion which will be required of them in college and in the workplace.

As students explore the essential question of each unit, they employ various skills and knowledge as set forth in the standards highlighted in the maps. This list is not meant to be exhaustive, and as teachers refine further the document, they likely will discover other related standards implicit in the units of study.

At the ninth grade level, our students will explore in a survey course, various genres of literature, both fiction and non-fiction, from diverse cultures. Tenth graders will study global literature; eleventh graders American literature, and twelfth graders, European literature.

Each unit at every grade level highlights key vocabulary and suggested activities. The faculty has personalized and enhanced these by integrating our own best practices, exemplar texts, and lesson plans. Sample lesson plans and unit plans have been pilot tested and proven to be successful units of study for our student population. Moreover, we are always in the process of further refining our teaching for the needs of students as diverse learners. We integrate ideas that help to address learning needs of Special Education students, English Language Learners, and high-achieving students.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.

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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
Many of our students are reading two or more grades below their levels. Emphasis was not being placed on differentiation of instruction. Teachers are now focused on engagement, vocabulary development and writing.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school. Read 180 is offered to students that entered the school in the lowest third. Tutoring is offered during period 5 for five days per week. PM School is also off on Mondays and Tuesdays from 3:09pm to 5:00pm. Tutoring is also offered on Saturdays as a part of the Saturday School Program. These programs are small group tutoring. Teachers place emphasis on differentiation of instruction, writing and vocabulary development.

2.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

School Under Registration Review (SURR)

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.
Teachers will remain afterschool during 9th period for tutoring. Saturday school is also offered to all students including tutoring during the 5th period. Tutoring services are also provided at students' homes.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. Mentoring will be provided by CFN 302. This organization will assist teachers in improving instruction and hence enhancing instruction.
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. Letters were sent out to parents in the mail and also by students regarding identification for improvement and systems and structures in place to address this issue.

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: 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.)
There are currently 7 students that are in temporary housings.
2. Please describe the services you are planning to provide to the STH population. These students are give uniform, full fare bus passes, books and pencils as needed.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Civil Rights								
District:	19	DBN:	19K50	School		331900011504			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade	v	
	2		6		10	v			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				81.0	81.7	75.5
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				85.5	89.6	81.9
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	0	0	0				69.2	74.9	72.8
Grade 8	0	0	0						
Grade 9	168	142	134	Students in Temporary Housing - Total Number:					
Grade 10	115	139	114	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	86	88	104				8	26	24
Grade 12	57	74	75						
Ungraded	0	0	1	Recent Immigrants - Total Number:					
Total	426	443	428	<i>(As of October 31)</i>			2007-	2008-	2009-
							2	10	3
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions			19	30	31
# in Collaborative Team Teaching (CTT)	61	59	62	Superintendent Suspensions			24	20	27
Number all others	4	8	10						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	21	20	TBD	Number of Teachers			23	24	27
# ELLs with IEPs	3	5	TBD	Number of Administrators and Other Professionals			10	9	8
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			2	1	2

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	24	21	94	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	20.8	32.0	77.8
				% more than 5 years teaching anywhere	58.3	64.0	74.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		83.0	88.0	96.3
American Indian or Alaska Native	0.5	0.2	0.5	% core classes taught by "highly qualified" teachers	100.0	89.3	97.3
Black or African American	75.4	75.2	74.8				
Hispanic or Latino	21.8	21.7	22.7				
Asian or Native Hawaiian/Other Pacific	0.5	1.1	0.9				
White	0.7	0.7	0.5				
Male	53.3	53.5	57.2				
Female	46.7	46.5	42.8				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				vsh	v	v	49
Ethnicity							



NYC Department of Education - Joel J. Klein, Chancellor



HIGH SCHOOL FOR CIVIL RIGHTS

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2010-2011 Parent Involvement Policy Community School District 19

Community School District 19 Title I goal is to provide high-quality education for every child through the supplemental instructional program for students. The procedures outlined herein constitute the district policy for parental involvement with respect to Title I funding.

The region/district policies and procedures for parental involvement helps parents understand the important roles parents play in their children's education. The region/district will implement the new Parental Involvement Policy adopted by the Department of Education, by providing and disseminating appropriate materials, support and information to parents and members of the community.

Throughout this document, the term "parent" is defined as any and all primary caregivers (and is intended to have the broadest possible meaning), including parents, guardians and other persons having "parental responsibilities" to a child currently attending a school within the district.

At the district level, the District Superintendent, and the Parent Support Office will oversee all parental involvement activities. The District Parent Support Officer (DPSO) will report to the District Superintendent and the Parent Support Team Supervisor. The Parent Support Officers work closely with school-based Parent Coordinators to assist them in creating a welcoming environment for parents in the school. The DPSO will identify and respond to parent-related

issues and work with the principals and school-based Parent Coordinators to see that they are addressed in a timely manner.

The DPSO will serve as the designated person to assist the Title I District Parent Advisory Council (DPAC) in the development of parent/school communication plans, policies and initiatives. The Parent Support Office will provide coordination, technical assistance, resources as coach/mentor to school-based Parent Coordinators; compile resource materials related to issues in parent engagement and disseminate materials on a regular basis to the Parent Coordinators and plan and develop parent engagement-related workshops for school-based PC's. The PSOs will visit individual schools on a regular basis to provide support and guidance to school-based Parent Coordinators, PA/PTA, and the Title I Parent Advisory Councils.

The school-based Parent Coordinators (PC) will: (1) create a welcoming school environment for parents, (2) work with the principal to address parent issues and concerns at the school; (3) conduct outreach to engage parents in their children's education and (4) work to strengthen parent involvement in children's education. As a member of the school staff, supervised by the school principal, the Parent Coordinator will accomplish these functions by partnering and supporting the work of their parent advisory councils, school leadership teams, community groups and parent association/parent teacher association.

Family Assistants for programs such as AIDP, Superstart, Superstart Plus, and others who are paid for by reimbursable funds will serve under the direction of the Regional Instructional Supervisor. The family assistants will provide technical support and information to the Title I Parent Advisory Council (PAC) wherever possible.

In an ongoing effort to facilitate effective parent involvement, the Community School District conducts monthly meetings that include the District Superintendent, District Parent Support Officers and PA/PTA/PAC representatives.

The district office will provide resources and services to support the realization of the four major components for parental involvement: Consultation, Annual Meetings, Parental Involvement Activities and Visitation.

- 1. **Consultation** – Consultation is defined as providing a comprehensive range of opportunities for parents to become informed, informed, in a timely way, about how the Title I programs will be designed, operated and evaluated. Consultation provides opportunities for participation and input from parents so that parents, student, educators and administrators can work together to achieve the program’s objective.*

The No Child Left Behind Act of January 2002, has a focus on accountability, communication, and new measures for success. To ensure that parents are involved in the planning, designing and implementation of Title I program and that there is a reasonable support for activities, the following procedures will be implemented.

- Districts will provide the DPAC and other members of the school community with information about achievement levels and demographics of the districts/school’s students as well as the schools are achieving Annual Yearly Progress (AYP).*
- Low Performing Schools: A school that does not make AYP is deemed a low performing school and may be designated as a Title I School In Need of Improvement. Districts that have schools designated as Title I SINI or Title I Corrective Action Schools must then develop and incorporate in their Regional/District Comprehensive Educational Plans a two-year school improvement plan to help these schools meet state performance targets. The Title I DPAC will be given an opportunity to have input in the development of that plan.*
- School Choice: When a Title I School is designated as a Title I SINI or a Title I Corrective Action School, the district of the schools designation at the beginning of the school year must notify every parent in the school. Parents are informed of the reasons why the school was identified, what the district is doing to help the*

school, and how parents can become involved in the school improvement process. Parents are informed of their option to transfer to a “receiving” school that is not in need of improvement or corrective action. The district plan will include a public school choice plan that specified the schools that are eligible to receive students who wish to exercise school choice. There may however, be issues such as limited seat availability in receiving schools. If a school district does not have the space available to accommodate every parent who wishes to exercise their school choice options then a district may prioritize transfers. The district must prioritize the lowest performing students from low-income families as a first priority for transfer. If there are not enough seats in the receiving schools for these prioritized students, then the district may decide to prioritize a grade level for transfer or establish a lottery for available seats. If all of the district’s potential schools are overcrowded or if the district does not have eligible receiving schools, the district must reach out to another district to see if an arrangement can be made with the other district to accept the students that wish to transfer. Whatever transfer arrangement is made, the sending district must provide for transportation to the receiving school if the school is a certain distance away from the child’s home. This provision of transportation is subject to the Department of education’s current policies on providing transportation and may be a school bus or may be a MetroCard for public transportation. In May 2008, parents of eligible children should receive an application to participate in the optional Title I Public School Choice Transfer Program. Questions regarding this application process should be directed to the regional office; where there is a designated person to handle school choice matters.

- *Supplemental Education Services: Supplemental Educational Services (SES) are services that provide extra academic help, e.g. tutoring or remedial classes in English language Arts, Reading and/or Mathematics, that a child can receive from a provider approved by the State Education Department. Parents who do not or are not able to exercise their choice option are informed of the availability of SES. Parents will have the opportunity to select a provider from a list of*

providers that was sent home in October 2003. SES providers, in consultation with parents, will develop individual plans for each participating child, outlining goals and a timetable for improving the child's academic achievement.

- *Teacher Qualification: The district will notify parents at the beginning of each school year of their right to request the professional qualifications and credentials of their child's teacher. In response to a parent's request, the district will provide the following information in a timely manner: whether that teacher is certified or not, what kind of teaching license or status he/she earned. If a child or his/hr class is assigned a paraprofessional, the parent is entitled to know the paraprofessional's qualifications. If an uncertified teacher instructs a class for four or more weeks, the children's parents must receive timely notice.*

- *Each Title I/PCEN School may establish a Parent Advisory Council (PAC) to work in union with general parent association (PA or PTA). PAC serves as a consultation body to encourage meaningful discussion of issues related to the school's development and implementation of Title I programs.*

- *A District Parent Advisory Council (DPAC) may be established pursuant to the requirements for consultation with parents and regional/district supervisors. The DPAC will be required to provide systematic opportunities for consultations. The membership includes elected representatives from each school's PAC. DPAC meetings are held monthly to inform parents of their rights and responsibilities pursuant to Title I guidelines and regulations. DPCA provides parents with information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the participating schools and students, and the development, implementation and evaluation of educational strategies.*

- *The District Comprehensive Education plan (DCEP) will include Title I priorities. The DCEP will be made available for review and comment by the*

DPAC. The DCEP will be distributed to all district schools in September for review by PA/PTA and PAC.

- 2. Annual Meetings-** *The DPAC schedules monthly meetings/workshops at the district level. The purpose of these meetings is to inform parents of their rights and responsibilities pursuant to the Title I guideline and regulations. Each school's Principal and the Title I Parent Advisory Council (PAC) will schedule an annual meeting in September to provide parents with written descriptions of programs, services and activities for their review, discussion and recommendations. **In collaboration with the principal/designee the Title I PAC will schedule workshops, meetings and activities throughout the year.***
- 3. Parent Involvement Activities-** *Parent Involvement Activities will be supported by Title I Project Funds. Each school must set aside no less than 1% of Title I project funds for parental involvement activities. Project funds will be used for expenditures for consultants, childcare, transportation, materials, supplies/equipment, postage, refreshments and meals particularly when such sessions, meetings and workshops extend through mealtime.*

 - *Participation of district parents in the National Parent Coalition Conference will be supported with project funds.*
 - *Monthly meetings to discuss programs, apprise parents of the activities being conducted and to solicit recommendations for change will be supported with project funds.*
 - *Coordination of district and school-wide parent involvement activities with parents: Parent education workshop to assist parents in developing skills needed to be more effective partners in their children's education will be encouraged. Supported activities will include trainings to support parents in becoming effective partners in children's education, workshops on understanding national education goals, understanding Title I and regular education programs. Activities related to literacy training, accessing*

community service agencies, understanding child development, supporting the instructional school-to-home program, communicating effectively with children, GED programs, literacy and adult programs offered by the Department of Education will be supported as well.

- *Activities related to educating and involving parents in the following programs: Universal Pre-Kindergarten (located in both the public schools and in Community-Based Organizations) and SuperStart and SuperStart Plus programs (located solely in the public schools) will be supported.*

NCLB mandates that parent notifications, reports, and explanations are “in an understandable and uniform format and, to the extent practicable, in a language that parent can understand.” Announcements should be disseminated in as many languages as possible e.g., Spanish, Haitian Creole, etc.

- *Project funds will be used to support a parent retreat for the purpose of reviewing and revising the Title I Parent Involvement Policy, budget and program planning with district staff.*

Each Title I School will create a School-to-Parent Compact. *As a component of the Title I school policy regarding parental involvement, the school-to-parent compact will outline that school staff, parents and students will jointly share responsibility for improving students’ performance. The compact plan will address the importance of the schools Comprehensive Educational Plan. Areas for consideration in the plan will include:*

- *A description of the school’s responsibility for providing high-quality curriculum and instruction and the ways in which parents will be responsible for supporting the learning of their children.*
- *The importance of communication between parents and teachers through regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff.*

3. Visitation- *It is the district policy that all parents are strongly encouraged to attend parent-teacher conferences, to participate in their school's PA/PTA/PAC.*



NYC Department of Education - Joel J. Klein, Chancellor

HIGH SCHOOL FOR CIVIL RIGHTS

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School – Parent Compact

The High School for Civil Rights agrees to:

1. Hold a parent orientation meeting by October 1st of each school year to inform all parents of the content of the curriculum to be implemented in all subject areas, behavioral and academic expectations, and various academic intervention services to ensure their child their highest academic and social potential.
2. Inform parents of their rights and responsibilities at this meeting, and their participation in the instructional program activities will be encouraged.
3. Encourage parents to join committees which will be involved in reviewing, planning and improving the instructional programs.
4. Inform parents that through their participation in school based planning meetings, they will be able to provide on going input regarding the instructional program.

5. Parents will be provided with information on their children's progress through quarterly reports and conferences, open door policy allowing access to administrative staff, standardized test results home reporting, and teacher evaluation reports.
6. Parents will be encouraged to attend workshops given by literacy, mathematics and technology staff developers/coaches to further develop their understanding and expertise in these subjects.

Principal's signature

Date

Parents/Guardians agree to:

1. Become involved in developing, implementing, assessing, and revising the school-parent involvement policy.
2. Attend workshops on parenting and learning strategies to further enable them to help their child succeed in school.
3. To work with their children on schoolwork/homework assignments
4. To monitor their child's attendance, homework, and television viewing
5. To share responsibility as partners with teachers in their child's achievement
6. To keep lines of communication between themselves and their child's teacher and school administration open so they remain aware of their child's educational need and progress
7. To provide input for the parent teacher association and parent coordinator about they type of assistance/training they might need in order to more effectively support their child's educational process.



I have read and understood the High School for Civil Rights School Parent Compact. I will make every effort to insure that the agreements noted are adhered to by my child, me and the school.

Please sign, tear off and return to your child's teacher.

Child's Name

Class

Parent's signature

Date

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 302	District 19	School Number 504	School Name Civil Rights and Law
Principal Michael Steele		Assistant Principal Jean Etienne	
Coach type here		Coach type here	
Teacher/Subject Area Toni Leston, ESL		Guidance Counselor Ms.Thevenot	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Karen Moore	
Related Service Provider type here		Other type here	
Network Leader Roz German		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School		Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

- When new students enter the school, they are administered the HLIS by Guidance Counselor, ParentCoordinator, and the ESL teacher. Interviews are conducted in the native language by the ESL Teacher, who holds license in Spanish, English, and English as a Second Language. Both the ESL teacher and Guidance Counselor speak Spanish. The assistant principal and one Dean speak French and Haitian Creole. All are New York State licensed in several areas. If it is determined that LAB testing is necessary, it is conducted by the Certified ESL Teacher, Toni Leston. If testing indicates, placement is made into the parental choice of programs. At Civil Rights, we offer free-standing ESL. If parent still elects a Bilingual Placement, they would be assisted in finding that placement. Our current parent population have all chosen Free-standing ESL. NYSESLAT is administered each spring by the ESL teacher to determine placement for the following school year. Testing continues until student scores Proficient. After exiting the program, however, they continue to be closely monitored.
- Each time a new ELL student enters, the parent is explained the benefits and characteristics of each language program in coordination with the ESL Teacher, the Guidance Counselor, and the Parent Coordinator, who also utilizes the Parent Information Kit. We provide translators when necessary. Parents are given the opportunity to ask any questions they may have regarding all program choices. Once they fully understand the benefits of each program, they fill out the survey and selection forms. We work to accommodate parents with limited time and difficult work schedules by providing many times that they may attend these sessions.
- The Parent coordinator, Guidance Counselor, ESL teacher work in conjunction to collect returned forms. We make phone calls, send home reminder letters, and send the attendance teacher for a home visit if necessary.
- As per CR Part 154, testing and placement into our ESL program occurs within ten days of initial enrollment. The ESL teacher, Guidance Counselor and admissions office work in coordination to facilitate rapid appropriate placement. Our beginning students receive 540 minutes of ESL per week, our intermediate 360 minutes per week, and our advanced, 180 minutes per week. As previously mentioned, all communications take place with parents as they bring their child in for the first time, or if limited time, arrange to attend the Parent Information session. They are provided information in their home language, thoroughly explained all programs, and offered the opportunity to ask questions. Interpreters are provided so that parents have a thorough understanding of program options. Once parents are sufficiently informed, and have made their selections, students are placed in our freestanding ESL program at High School for Civil Rights or assisted in finding a bilingual or dual language program.
- All parents at High School for Civil Rights have chosen freestanding ESL. Currently, we serve 43 ELL students.
- Our program of freestanding ESL is fully aligned with parent choice...

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K	1	2	3	4	5
	6	7	8	9	10	11

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										13	13	12	5	43
Push-In														0
Total	0	0	0	0	0	0	0	0	0	13	13	12	5	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	5
SIFE	5	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22	5		16			5		5	43
Total	22	5	0	16	0	0	5	0	5	43

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	8	12	2	29
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic										1			1	2
Haitian										2	2	2	1	7
French											2	1	1	4
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	10	12	16	5	43								

Part IV: ELL Programming

A. Programming and Scheduling Information

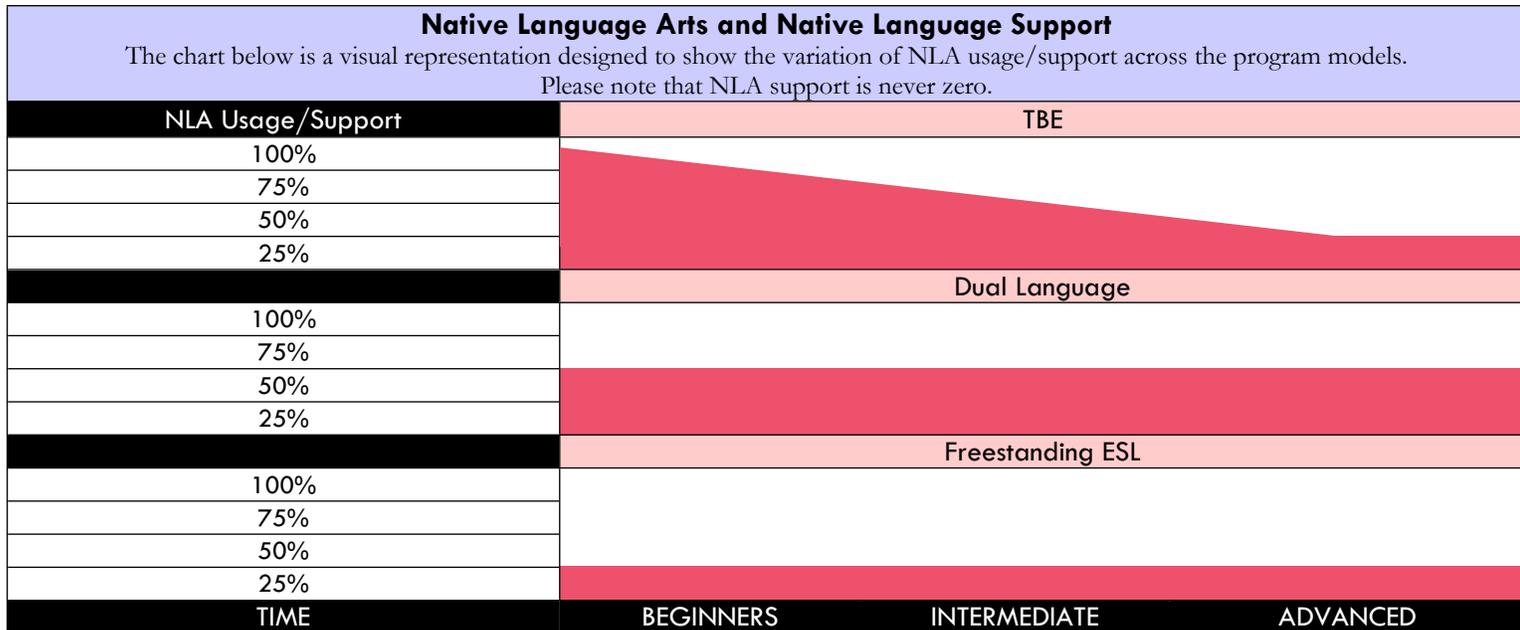
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Instruction is delivered via a freestanding ESL program by a New York state certified teacher. Our ESL teacher has a full class load, consisting of 10 sections of ESL, with some overlapping of sections by grade and language level. Our classes are heterogenous by grade and by language level.
2. We devliver 540 minutes per week for beginners, 360 minutes per week for intermediate, and 180 minutes per week for advanced. For newly exited ELL's, we provide further assistance as necessary per individual student.
3. The ESL teacher provides content area support both individually and in collaboration with content area teachers. Many content area teachers provide bilingual word walls.
- 4.a. For SIFE students, many different approaches are utilized. Many students use the Read 180 program. We also have several series of very basic readers and materials for pre-literate students. We have books which teach concepts as basic as letter and word formation, basic phonemic awareness, then move to basic sentence writing, and eventually onto basic paragraphing.
- b. Our plan for newcomers emcompasses the same materials and strategies as used for SIFE, with much focus on literacy, and then moving on to basic academic vocabulary. We also spend a lot of time on BICS to smooth the transition as quickly as possible. As soon as the student is ready, we introduce Regents-based skills in English to familiarize students with the expectations of standardized testing..
- c. For ELL's receiving 4 to 6 years of service, we use a lot of collaboration with content area teachers, and utilize all Academic Intervention services necessary for the learners.
- d. For our long term ELL's, the ESL teacher and the content area teachers collaborate frequently. WE also involve other support staff as needed. Many of our long term ELL's have attendance issues, and some have an IEP. The guidance counselor, social worker, and school psychologist may need to be involved according to the individual needs of the student.
- e. Our faculty and staff collaborate to address the needs of ELL's with IEP'S. We work as a team to determine the best way to address the language needs of the students with IEP's.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. Our intervention programs include after-school tutoring, Saturday school, and lunch time tutoring. If ELL's are involved, we utilize faculty to offer native language support as indicated by language level of the ELL's.
6. The ESL teacher collaborates closely with all content area teachers to ensure that former ELL's are having success. If any former ELL is experiencing difficulties, the ESL teacher, the content area teacher, and the student confer to come up with a plan for support. That plan may include after-school tutoring, Saturday classes, lunch tutoring, some native language support if problems with dealing with advanced vocabulary. We may involve parents if necessary and any other school-based support team according to the type of intervention necessary.
7. At this point, we may consider pairing up newly exited ELL's with a faculty member as mentor (in addition to ESL teacher) to further represent the population of language learners to the school at large and to accelerate academic preparedness.
8. We are not anticipating discontinuing any programs/services.
9. ELL's have access to all sports and clubs. The ESL teacher collaborates regularly with coaches and after-school teachers to make sure that access to information is provided in native language, and many times, students are provided a "buddy" form that particular club or team. All pertinent materials go home in the native language.
10. At Civil Rights, we use Smart Boards, computers, televisions, overhead projectors, text boards, realia, speeches, audio books, films, documentaries, historical documents, graphs, charts, and story boards.
11. Native language support is provided in our freestanding ESL program on a sliding scale according to language acquisition level and level of academic vocabulary knowledge, with beginners receiving the most native language support, intermediate less, and advanced even less. We make use of bilingual dictionaries, bilingual glossaries, faculty and staff translations, Regents exams in both languages.,
12. Yes, required services are age and grade appropriate.
13. We offer a parent Information and orientation session during the summer to all parents. We also offer numerous parent workshops on Regents, graduation requirements, ARIS, and Skedula. To encourage ELL parents to attend, we send out informational fliers and make phone calls home in the native language. We also have interpreters on site to assist.
14. At High School for Civil Rights, we offer Spanish.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	7	5		15
Intermediate(I)										4	3	6	3	16
Advanced (A)										3	3	4	2	12
Total	0	0	0	0	0	0	0	0	0	10	13	15	5	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										3	4	4	2
	I										3	6	5	2
	A										4	3	5	3
	P										7	5	6	7
READING/ WRITING	B										3	2	2	0
	I										7	6	8	3
	A										6	5	7	3
	P										5	2	4	1

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>		18		4
Math				
Biology				
Chemistry				
Earth Science				
Living Environment		10		3
Physics				
Global History and Geography		11		2
US History and Government		3		2
Foreign Language		10		10
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 19k504

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	358123	46688	404811
2. Enter the anticipated 1% set-aside for Parent Involvement:	3581	467	4048
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17906	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25812	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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. Teachers participate in content specialty examination. They all satisfy this requirement by the following year 2009-2010.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.



NYC Department of Education - Joel J. Klein, Chancellor



HIGH SCHOOL FOR CIVIL RIGHTS

400 Pennsylvania Avenue

Brooklyn, NY 11207

www.hscivilright.net

Phone: (718) 922-6289

Michael S. Steele, Principal
Jean Etienne, Assistant Principal

Fax: (718) 922-7253

School – Parent Compact

The High School for Civil Rights agrees to:

1. Hold a parent orientation meeting by October 1st of each school year to inform all parents of the content of the curriculum to be implemented in all subject areas, behavioral and academic expectations, and various academic intervention services to ensure their child their highest academic and social potential.
2. Inform parents of their rights and responsibilities at this meeting, and their participation in the instructional program activities will be encouraged.
3. Encourage parents to join committees which will be involved in reviewing, planning and improving the instructional programs.
4. Inform parents that through their participation in school based planning meetings, they will be able to provide ongoing input regarding the instructional program.
5. Parents will be provided with information on their children's progress through quarterly reports and conferences, open door policy allowing access to administrative staff, standardized test results home reporting, and teacher evaluation reports.
6. Parents will be encouraged to attend workshops given by literacy, mathematics and technology staff developers/coaches to further develop their understanding and expertise in these subjects.

Principal's signature

Date

Parents/Guardians agree to:

1. Become involved in developing, implementing, assessing, and revising the school-parent involvement policy.
2. Attend workshops on parenting and learning strategies to further enable them to help their child succeed in school.
3. To work with their children on schoolwork/homework assignments
4. To monitor their child's attendance, homework, and television viewing
5. To share responsibility as partners with teachers in their child's achievement
6. To keep lines of communication between themselves and their child's teacher and school administration open so they remain aware of their child's educational need and progress
7. To provide input for the parent teacher association and parent coordinator about they type of assistance/training they might need in order to more effectively support their child's educational process.



I have read and understood the High School for Civil Rights School Parent Compact. I will make every effort to insure that the agreements noted are adhered to by my child, me and the school.

Please sign, tear off and return to your child’s teacher.

Child’s Name

Class

Parent’s signature

Date

Explanation – 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 establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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.

1. “Read 180” literacy support software program will continue to be implemented in ELA classes serving students who have been identified as Level I or II by ELA assessments.

2. AIS programs will continue to be implemented in double period ELA classes for Level I and II ninth year students as well as in tutorial classes scheduled for PM school. We continue to hold double period Global Studies.
 3. A CTT special education program will continue be implemented for students with I.E.Ps incorporating the services of a special education teacher.
 4. ELL students will continue to receive services via a pull-out program utilizing the services of the ELL teacher.
 5. All 10th and 11th grade students will be programmed for a SAT prep class designed to support and enhance their achievement in ELA as well as to maximize their achievement on the PSAT and SAT exams. In addition, SAT tutoring is also offered on Saturdays.
6. Schoolwide reform strategies that:
- Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- a) Teachers will meet once per week as teams to discuss students' work and modify instruction to address the needs of all students.
 - b) Teachers will attend grade level meetings to look at student cohorts. Intervisitation schedules will be created for teachers.
 - c) Students will be tested periodically through Scantron.
 - d) Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Scantron generated data and classrooms data will be used by teachers to differentiate instruction.
 - e) Teachers will create a curriculum map that shows coherence of the skills taught across subjects.
 - f) In adapting the new Common Core State Standards, we transition from the former New York State Standards, and note in particular the growing emphasis to college and career readiness in the new standards. The new curriculum maps, adopted in early 2011, are planned around a central guiding question, intended to answer the "so what?" question. As students work through the unit, the essential question will serve as a guidepost, leading them to divergent thinking as they come up with many possible answers—the sort of practice which will be required of them in college and in the workplace.

As students explore the essential question of each unit, they employ various skills and knowledge as set forth in the standards highlighted in the maps. This list is not meant to be exhaustive, and as teachers refine further the document, they likely will discover other related standards implicit in the units of study.

At the ninth grade level, our students will explore in a survey course, various genres of literature, both fiction and non-fiction, from diverse cultures. Tenth graders will study global literature; eleventh graders American literature, and twelfth graders, European literature.

Each unit at every grade level highlights key vocabulary and suggested activities. Again, the faculty has personalized and enhanced by integrating our own best practices, exemplar texts, lesson plans, and terms. These are tried and successful units with our student population. Moreover, we are always in the process of further refining our teaching for the needs of students as diverse learners. We integrate ideas that help to address learning needs of Special Education students, English Language Learners, and high-achieving students.

In the English departmental meetings, the following activities are ongoing:

- engaging the teachers in understanding the core curriculum state standards and finding alignment with the NYS Performance Standards
- identifying literary selections and related student work that are aligned with the Core Curriculum State standards (CCSS)
- revising the curriculum to explicitly identify Bloom’s higher order thinking skills
- engaging the teachers in a continuous cycle of revision and redesigning the curriculum throughout the school year
- evaluating the curriculum design by the end of the school year 2011
- adding the school’s own collection of literary selections (bookroom, classroom libraries and newly purchased books)
- identifying literary terms that should be learned by the students per grade level (introduced, reinforced, reviewed, enriched)
- for AP classes to identify literary selections currently being used
- generating a credit recovery outline from the ELA curriculum
- developing exemplary lesson plans that address differentiated instruction
- developing interdisciplinary unit plans
- designing rubrics for activities and fully adapting the ELA Regents rubric
- identifying best practices in the teaching of vocabulary and writing
- designing modifications for students with special needs, ELLs, struggling readers and high-achievers

7. Instruction by highly qualified staff.

Teachers use differentiated instruction to address the varied learning styles of all students. Use of best practices to address the needs of all students.

8. 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. The High School for Civil Rights English Department has adapted the Bill and Melinda Gates Common Core Curriculum maps in English Language Arts to best serve the needs of our unique and diverse student population. The English faculty has taken this document as a work in progress to be refined and added onto as we interject our own lesson plans and best practices found to be successful by our English faculty. Our English teachers will have this document at hand in planning and revising lessons, and it will therefore grow as a working document. Additionally, we have various rubrics and lesson plan templates that are included with the curriculum maps. The document, in this way, is truly designed to be a work at hand that we take from and add to as we continually refine our best practices. In adapting the new Common Core State Standards, we transition from the former New York State Standards, and note in particular the growing emphasis on college and career readiness in the new standards. The new curriculum maps, adopted in early 2011, are planned around an essential question, intended to unify the theme of the literary selections. As students work through the unit, the essential question will serve as a guidepost, leading them to divergent thinking as they come up with many possible answers—the type of practice and immersion which will be required of them in college and in the workplace. Our academic focus is Cooperative Learning, Vocabulary Development and Writing. Professional development is provided by school staff, community learning support personnel organization. Within the school’s Professional Development program, the focus is on the literacy needs of our ELL population. Sessions are also given in math and science in scaffolding instruction through the use of manipulative and experiments. Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. We are currently using Read 180 as a tool to enhance reading levels.

Workshops taken by ESL teachers include:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the Mathematics classroom

Our ELL teacher attend a variety of off-site workshops to promote collaboration between content area and language teachers

- Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
- Wilson Program for Special Education teachers.
- In the Freestanding ESL component we have 40 students, from grades 9 through 12. They range from Beginning to Advanced Proficiency levels. They are served according to language proficiency level, with Beginners receiving 540 minutes, Intermediate 360 minutes, and Advanced 180 minutes. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Training of Teachers in the methodology of Wilson Reading Program (Orton-Gillingham approach)

1. Professional Development will be conducted before and after school to address improvement of achievement across the curriculum.
2. Teachers will receive professional development from the Principal, Network Leader and Instructional Support Staff will access needs, monitor and provide instruction and professional development.
3. Teachers will receive training in the implementation of the CTT model of instruction as well as strategies to provide instruction to ELL students.

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

Professional development of Administrative and School Leader Team staff in the areas of identification of Annual Yearly Progress targets and NYSED identification. High quality professional development is provided for teachers, staff members and parents as part of an overall plan for the school. Professional development is spearheaded by network support. Teacher will attend content area workshop, enhance technology skills and use of technology equipment. Develop a webpage to increase parent teacher involvement. Turn key information, learned to staff and student. Place instructional lessons across the curriculum.

Monthly, Network Principals' and Assistant Principals' Conferences

Monthly Local Instructional Superintendent/Principals Cohort Meetings

Targeted Differentiated Professional Development:

- Bi-monthly 45 minutes faculty conference/professional development
- UFT Teachers Center
- Study Groups
- Summer (July and August) Professional Development

10. Strategies to increase parental involvement through means such as family literacy services.

Parent orientation meetings are held by October 1st of each school year to inform all parents of the content of the curriculum to be implemented in all subject areas, behavioral and academic expectations, and various academic intervention services to ensure their child their highest academic and social potential. Parents are informed of their rights and responsibilities at this meeting, and their participation in the instructional program activities will be encouraged. Encourage parents to join committees which will be involved in reviewing, planning and improving the instructional programs.

Inform parents that through their participation in school based planning meetings, they will be able to provide ongoing input regarding the instructional program. Parents will be provided with information on their children's progress through quarterly reports and conferences, open door policy allowing access to administrative staff, standardized test results home reporting, and teacher evaluation reports. Parents will be encouraged to attend workshops given by literacy, mathematics and technology staff developers/coaches to further develop their understanding and expertise in these subjects.

Monthly professional development for parents in order to improve parents' Math and ELA skills so that they can assist students in identified deficiency areas.

By April 2011, High School for Civil Rights will have been provided training/development for parent leaders in creating the school's CEP.

By June 2011, High School for Civil Rights will demonstrate a substantial increase in parental involvement.

High School for Civil Rights, will develop a parent involvement policy that (a) defines.

Parent involvement and (b) outlines strategies to increase parental involvement at the local school level. Strategies will include specific outreach approaches to ELL, special education, foster and adoptive and male caretaking parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation.

11. 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. N/A
12. 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 will meet once per week as teams to discuss students' work and modify instruction to address the needs of all students.

Teachers will attend grade level meetings to look at student cohorts. Intervisitation schedules will be created for teachers.

Students will be tested periodically through Scantron. Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Scantron generated data and classrooms data will be used by teachers to differentiate instruction.

Teachers will create a curriculum maps that shows coherence of the skills taught across subjects. The English Department has adapted the Bill and Melinda Gates Common Core Curriculum maps in English Language Arts to best serve the needs of our unique and diverse student population. The English faculty has taken this document as a work in progress to be refined and added onto as teachers interject lesson plans

and best practices found to be successful by our English faculty. Teachers will develop uniform tracking tools that teacher teams can use to monitor students' performance and progress over time.

Teachers will use benchmark data to differentiate and inform instruction. Teachers will attend professional development conferences and build capacity. Teachers will use portfolio assessment and report cards to track students' progress. All teachers will use a uniform grading system in assessing students' progress over time. Teachers will collaboratively use tools including datacacion, roll books and charts to show students' progress. Teachers will be trained in the use of ARIS and datacacion. The use of datacacion/ skedula will create an online community of parents, teachers and students who are well-informed and updated about students' academic as well as behavioral progress. A strong collaboration will be evident as teachers and parents communicate through the datacacion portal. Data is used diagnostically at frequent intervals by teams of teachers to assess each student's learning and to identify the most effective teaching practices. There is time built into schedules for this shared work. Meet with teachers in regards to how their data from Periodic assessment/classroom assessments should design/determine targeted lesson planning for students. Teacher teams will meet on a weekly basis to enable at least 75% of the 23 teachers in the school to participate and implement differentiation of instruction in their classrooms.

Professional development will be offered in gender learning styles and brain development to obtain a deep understanding of how students learn. Professional development is primarily on-site, intensive, collaborative, and job-embedded, and is designed and led by educators who model the best teaching and learning practice. All professional learning communities meetings are about instruction and models of good teaching.

There are well-defined standards and performance assessments for student work at all grade levels. Both teachers and students understand what quality work looks like, and there is consistency in standards of assessment. Frequent and rigorous supervision is focused on the improvement of instruction.

13. 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.

"Read 180" literacy support software program will continue to be implemented in ELA classes serving students who have been identified as Level I or II by ELA assessments.

AIS programs will continue to be implemented in double period ELA classes for Level I and II ninth year students as well as in tutorial classes scheduled for PM school. We continue to hold double period Global Studies.

A CTT special education program will continue be implemented for students with I.E.Ps incorporating the services of a special education teacher.

Although our school is in good standing for mathematics and graduation rate(AYP), we need improvement in English Language Arts. We will address the needs of our economically disadvantaged students and Hispanic students by providing PM school on Tuesdays and Wednesdays. We also offer Saturday school and period 5 tutoring to enhance their performance. As a part of our Supplementary Education Program, students will receive tutoring at home. ELL students will continue to receive services via a pull-out program utilizing the services of the ELL teacher. All 10th and 11th grade students will be programmed for a SAT prep class designed to support and enhance their achievement in ELA as well as to maximize their achievement on the PSAT and SAT exams. In addition, SAT tutoring is also offered on Saturdays.

14. 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.
Programs are implemented to address the issue of inappropriate behaviors. Former gang members are invited to speak with student groups regarding choices and decision making. Collaborate with the community to provide support in term of internship and on the job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	yes			358,123		33
Title I, Part A (ARRA)	Federal	yes			46,688		33
Title II, Part A	Federal						
Title III, Part A	Federal	yes			15,000		31
Title IV	Federal						

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal	yes			46,100		37
Tax Levy	Local	yes			264,4597		37