



**THE SCHOOL FOR HUMAN RIGHTS**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 17K 531**

**ADDRESS: 600 KINGSTON AVENUE, BROOKLYN, NEW YORK 11203**

**TELEPHONE: 718.771.4793**

**FAX: 718.771.4815**

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**SECTION I: SCHOOL INFORMATION PAGE**

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

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

**SCHOOL TELEPHONE:** 718.771.4793      **FAX:** 718.771.4815

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gail Murray

**PRINCIPAL:** Michael A. Alexander

**UFT CHAPTER LEADER:** Deslie Alexander

**PARENTS' ASSOCIATION PRESIDENT:** Darien Mason

**STUDENT REPRESENTATIVE:** Angeline Pierre, Adrian Morris and Ashnique Gumbs  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 6      **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 A. Alexander	*Principal or Designee	
Deslie Alexander	*UFT Chapter Chairperson or Designee	
Darien Mason	*PA/PTA President or Designated Co-President	
	Title I Parent Representative ( <i>suggested, for Title I schools</i> )	
	DC 37 Representative, if applicable	
Angeline Pierre Adrian Morris Ashnique Gumbs	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Diana Alexis	Member/Parent	
Primrose Demetrius	Member/Parent	
Yvonne Peters	Member/Parent	
Carmen King	Member/Parent	
Hazel Henry	Teacher	
Jacqueline DuFont	Teacher	
Gail Murray	Teacher	

(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.

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### Mission Statement/Narrative Description

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

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

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

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

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

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

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

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

### **SECTION III – Cont'd**

### **Part B. School Demographics and Accountability Snapshot**

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

See website:

**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				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>				
(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				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# 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				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								
<b>Female</b>								

**2009-10 TITLE I STATUS**

<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

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

**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:	
	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							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
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							

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>each subject</b>					
<b>Key: AYP Status</b>					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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?
- 

### **Performance Trends:**

- 2007-2008, 2009-2010 State Accountability status – SINI Year 2 Comprehensive– Middle School did not meet performance criteria in ELA for all students, African American students and economically disadvantage students. 2009-2010 Middle School did not meet criterion in participation for ELA students and economically disadvantage students.
- *Increase the percentage of High School students earning Regents and Advanced Regents Diplomas by 5% for 2011*
- *Increase in the High School graduation percentage from 63.5% in 2008, 72.9% in 2009 to 88.3% in 2010, by 5% in 2011*
- *There have been some gains in the ELA and Math State Assessments; increase the number of students receiving a 3 or 4 by 5% for 2011.*
- *Need to build subject specific vocabulary and vocabulary across the curriculum*
- *Reading comprehension on DBQ's need to be improved in Global Studies and U.S. History and Government. Improve the global regents passing rate by 3% for 2011.*

### **Accomplishments:**

- *There have been improvements in the percentage passing Regents exams in all subject areas*
- *91% of teachers have been teaching for more than four (4) years and 97% of our teachers are tenured*
- *40% of our Ell's passed the English regents exam with a score of 65 or above. 60.8 % of our students passed the English regents exam with a score of 65 or above*
- *82.7 of our Black population passed the math regent exams with a score of 65 or above.*
- *100% of our teachers know how to access data on ARIS*
- *Low teacher turnover rate*
- *Students display greater enthusiasm towards academic achievement and thus a more positive academic culture*
- *Continuous implementation of literacy across the curriculum*
- *Increase in academic rigor in all classes*

### **Barriers to continuous improvements:**

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

***Aids to continuous improvement***

- *Experienced administration and faculty*
- *Better school organization and structure*
- *Dramatic decline in incidents and suspensions*
- *Increase academic support from Children First Network # 302*
- *Implementation of uniform examination policy*
- *Increase and continuous use of academic data*

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

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1. *By June 2011, all faculty will have received professional development in the following areas; how to effectively utilize Progress Report, ARIS Basics, Acuity Assessments, and Regents exams, and Scholarship Reports.*
2. *By December 2010 all students will receive training that; clearly explains academic expectations, understand how they are progressing, promotion and graduation requirements, as well as the college application and FAFSA application processes.*
3. *By May 2011 - Improvement in performance in ELA State Assessments of our Middle School students and also improvement in the performance of our 9<sup>th</sup> grade students in the ELA unit exams.*
4. *By June 2011-Expand the Inquiry Team Process to include 100% of teachers so as to further enhance the analysis and use of data.*

**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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, all faculty will have received professional development in the following areas; how to effectively utilize Progress Reports, ARIS Basics, Acuity Assessments, Regents exams, and Scholarship Reports.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. The school will offer monthly workshops in support of the above topics noted in Goal 1.</li> <li>2. Departmental meetings and grade team meetings will be held monthly in support of this goal.</li> <li>3. Departmental APs and leader teacher will offer teachers additional support.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Per Session funds will be used from multiple sources to support this goal including Tax Levy and Title I.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers will maintain student portfolios that include ARIS/ACUITY/STARS results for their students, student work, and evidence of student progress</p> <p>Observations and walkthroughs will show evidence that the teachers are improving their teaching practices as a result of the professional development.</p>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By December 2010, all students will receive training that; clearly explains academic expectations, understand how they are progressing, promotion and graduation requirements, as well as the college application and FAFSA application processes.</i></p>

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>➤ Teachers and guidance counselors will offer students workshops periodically explaining MS/HS graduation requirements and post high school opportunities.</li> <li>➤ Guidance counselor will work with at-risk students during AM sessions, AIS, and other opportunities when applicable.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per Session funds will be used from multiple sources to support this goal including Tax Levy and Title I.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Increase passing percentage in six week assessment (uniform exams) administered six times a year</li> <li>➤ 3% increase in passing percentage in the Spring and Summer State assessments in ELA and Math</li> <li>➤ Regents exams - January, June and August - more students (3%) earning 65% passing on all Regents exams</li> <li>➤ Increase in the number of students participating in post HS programs</li> </ul>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By May 2011 - Improvement in performance in ELA State Assessments of our Middle School students and also improvement in the performance of our 9<sup>th</sup> grade students in the ELA unit exams.</i></p>
<p><b>Action Plan</b>  <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>High need students will have the opportunity to participate in <i>A.M. school, lunch time tutorials, and P.M. school.</i></p> <ol style="list-style-type: none"> <li>1. A.M. and P.M. school will be offered utilizing the funds from contracts for excellence</li> <li>2. Block Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios</li> <li>3. Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor student progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>➤ P.M. school utilizing the funds from contracts for excellence</li> <li>➤ Block scheduling in ELA and Math</li> <li>➤ Team teach for the purpose of achieving class size reduction and to provide services to special needs students to pass Regent</li> <li>➤ SINI funds will be used to fund our Saturday Academy and other after school programs,</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Increase passing percentage in six week assessment (uniform exams) administered six times a year</li> <li>➤ Increase passing percentage in the Fall and Spring Predictive exams in Math and ELA – Middle School</li> <li>➤ 3% increase in passing percentage in the Spring and Summer State assessments in ELA and Math</li> <li>➤ Regents exams - January, June and August - more students (3%) earning 65% passing on all Regents exams</li> <li>➤ Increase participation rate in 2011 on Middle School State ELA assessments to 100%</li> <li>➤ Increase performance in State ELA assessment for students, African American Students and economically disadvantage students.</li> </ul>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2011 - Expand the Inquiry Team Process to include 100% of teachers so as to further enhance the analysis and use of data.</i></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>➤ Teacher teams will design lesson plans targeting identified student needs</li> <li>➤ Teachers will be paired in groups to ensure that all teachers improve their teaching strategies and how they use data to support instructional rigor</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per Session funds will be used from multiple sources to support this goal including Tax Levy, SINI Grant, and Title I.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Observations and walkthroughs will show evidence that the teachers are using Inquiry Work and Differentiated Instruction in their daily lesson plans</li> <li>• Teachers will have student portfolios that include student work, teacher comments, as well as data reports from ARIS, ACUITY, and teacher made exams</li> <li>• Administrators and teachers will use the periodic assessment data to monitor student growth and will adjust instruction as needed</li> <li>• Administrators and teachers will review yearly test results along including sub group data trends and academic trends noted in the Items Skills Analysis</li> </ul>

## **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**

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL 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				
<b>K</b>			N/A	N/A				
<b>1</b>			N/A	N/A				
<b>2</b>			N/A	N/A				
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>	28	28	28	28	25		25	5
<b>7</b>	51	42	51	42	43		25	7
<b>8</b>	25	16	25	16	17		25	12
<b>9</b>	40	40	40	40	35		25	12
<b>10</b>	25	25	30	30	35		25	14
<b>11</b>	10	9	10	20	20		15	13
<b>12</b>	17	6	6	16	17		10	15

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Extended/Additional class periods to allow for instruction and AIS within workshop model format</li> <li>• Daily independent reading time with the expectation that each child reads at least 25 books all year</li> <li>• Zero Period decoding classes for students requiring additional resources</li> <li>• Push-in SETSS provider</li> <li>• After school homework help; Push-in tutoring provided by Brooklyn College, and FYI for youth initiative (SBO)</li> <li>• Collaborative Team Teaching in inclusion classrooms.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Zero period Math enrichment class – 3 times per week</li> <li>• One hour after school Math enrichment class with Impact Math Coaching – 4 times per week</li> <li>• Extended class periods to all for instruction and AIS within workshop model format</li> <li>• P.M. school four (4) times per week Regents Preparation</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Zero period Science enrichment class – 3 times per week</li> <li>• One hour after school Science enrichment class with Impact Science Coaching – 4 times per week</li> <li>• Extended class periods to all for instruction and AIS within workshop model format</li> <li>• P.M. school four (4) times per week Regents Preparation</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Zero period Science enrichment class – 3 times per week</li> <li>• One hour after school Science enrichment class with Impact Science Coaching – 4 times per week</li> <li>• Extended class periods to all for instruction and AIS within workshop model format</li> <li>• P.M. school four (4) times per week Regents Preparation</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Pupil Personnel Team, provide individual and group counseling with school social worker and Guidance Counselors</li> <li>• Individual/family counseling</li> <li>• Weekly peer mentoring program</li> <li>• Conflict resolution and peer mediation training</li> <li>• CSE referrals</li> <li>• Employment counseling</li> <li>• School attendance/dropout prevention</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Not available because there is no permanently assigned Psychologist at the Campus</li> </ul>

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

**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.

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**Part A: Language Allocation Policy (LAP) - 2010-2011**

**I - LAP Committee Members for 2010-2011 School Year**

Michael A. Alexander, Principal  
Denise Jennings, Assistant Principal  
Philip Naraine, Certified ESL Teacher/Coordinator of ELL Services/Spanish Teacher  
Stephanie Kreppein, Social Worker  
Janice Goodman-Cummings, Parent Coordinator  
Tiffany Rios, Guidance Counselor (Middle School)  
Stephanie Staley, Guidance Counselor (High School)  
Keith Burns, Special Services Coordinator  
Jacqueline DuFont, Teacher (Mathematics)  
Patricia Cummings, Coordinator, English Language Department  
Clotilde Cortes, Parent  
Bilingual Paraprofessionals:  
Ms. Guylande Narcisse, Haitian Creole/English  
Ms. Johanny De la Cruz, Spanish/English

(See attachment)

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**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.

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**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.

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**Section III. Title III Budget**

School: 17K 531 BEDS Code: 331700011531

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(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)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$17,478	

### 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**

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

*Review of the home language surveys has revealed that there is a need for translation of relevant material into Haitian Creole and Urdu. Most Spanish speaking parents are bilingual but translation and interpretation services may be needed in some cases. Information is recorded and maintained in the following way: emergency cards, home language survey and ATS.*

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.

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

#### **Part B: Strategies and Activities**

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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.

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

2. Describe the oral interpretation services the school will provide, and how they will 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.

*When necessary, three teachers and two para-professionals on staff will provide oral interpretation service for Haitian Creole speaking parents. One teacher, two paraprofessionals and one member of the office staff are also available to provide the same service to Spanish-speaking parents.*

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

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

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

**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:	\$274,979	\$108,939	\$383,918
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,750	\$2,800	\$5,550
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,749	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$27,497	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%

6. If the percentage of high quality teachers during 2010-2011 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.

\* 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**.

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

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

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

school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **Part A: School Parental Involvement Policy**

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

#### **I. General Expectations**

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

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

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
    - The Parent Involvement policy will be distributed to parents at the November 16, 2010 PTA meeting.

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

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

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

### **III. Discretionary School Parental Involvement Policy Components**

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;

- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent participation on the School Leadership Team, Parent-Teacher Association meetings and activities, and Parent Coordinator meetings and activities around school design and culture. This policy was adopted by The School for Human Rights on **June 15<sup>th</sup>, 2010** and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before **November 16, 2011**.

#### **Part B: School-Parent Compact**

The School for Human Rights, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

1. provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - By providing professional development to teachers around Inclusion, differentiated instruction, project-based learning, alternative forms of assessment, Human Rights Education, and Youth Development
  - By providing, to the extent possible, collaborative team teaching classrooms in math and Humanities in all grades.
  - Collaborating with Human Rights organization and Advocacy Lab in the-
    - design of curriculum that enhances students' understanding of such human rights issues as decision-making, equity, leadership and responsibility;
2. Hold parent-teacher conferences at least four times per year during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - *At mid-semester during Semester I, at the end of Semester I, at mid-semester of Semester II, at the end of Semester II;*
  - *By appointment with teachers, social worker, guidance counselor, Parent Coordinator and the Principal.*
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - *At parent-teacher conferences at the school, mid-semester during Semester I (progress reports), at the end of Semester I, at mid-semester of Semester II (progress reports), at the end of Semester II;*

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

### **Parent Responsibilities**

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Optional Additional Provisions**

#### Student Responsibilities

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

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

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **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. (Page 35)

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.
 

*A review of the state exams illustrates that our students need more support in English at the Middle school level. Only 7% of our Black students passed the state exams with a score of 3 or above. 20 % of our Hispanic students passed the exam with a 3. 75% of our black students scored a level 2. Through our inquiry work we discovered that the students have a problem with context clues and retaining vocabulary. We will continue to develop strategies to help students with context clues and vocabulary through the use of graphic organizers and vocabulary skill builders. Overall, all of our students have a problem with writing. This year the focus will be on writing across the curriculum.*
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 

*We will concentrate o specifically on grades 6-10. Extra support will be given to this students through the purchase of a writing program “My Access” that allows students to self assess their writing as well as the teachers. We will support our English classes by offering P.M. School and Saturday School.*

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.  
*In addition to P.M. school and Saturday school, the teachers have voted to continue morning tutoring 3 days a week. Saturday school will continue through August 2011.*
  - Help provide an enriched and accelerated curriculum.  
*The teachers are writing new curriculum maps that follow the rigorous new Core Curriculum State Standards. The teachers are attending workshops given by the DOE and the Network to make sure that students will receive a rigorous instructional program that will prepare them for college.*
  - Meet the educational needs of historically underserved populations.  
*The new curriculum will ensure that all underserved students needs will be met. Specifically, we will follow a cross-curricular and team teaching approach to learning so that our special needs and Ell's are receiving the help from a content teacher and a support teacher.*
  - 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.  
*Extra support will be provided by the guidance counselors, student mentors, outside agencies, the parent coordinator, the Social worker and our SES providers. They provide services in counseling, tutoring, career and college awareness, and support for the families of struggling students.*
  - Are consistent with and are designed to implement State and local improvement, if any.  
*The instructional program follows all mandates and standards consistent with the state and city guidelines. The instructional program is currently being aligned with the Core Curriculum State Standards.*

3. Instruction by highly qualified staff.

*91% of our staff is highly qualified. We continue to support the remaining teachers through professional development and guidance.*

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. *Professional Development is provided by Assistant Principal and CFN #302 to allow teachers to become effective in their content areas and delivery of instruction.*

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

*Not Applicable*

6. Strategies to increase parental involvement through means such as family literacy services.
  - *Parent involvement workshop*
  - *Computer literacy workshop*
  - *Parent Coordinator outreach efforts*
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
*Not Applicable*
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
*Teachers run department meetings and share ideas to improve instruction and therefore student's achievement.*
  
8. 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.  
*Support/mentors form CFN #302*  
*The use of Data from ARIS and Acuity to develop learning target for students.*  
*Self evaluation and goal setting by student to help them identify their weakness and focus on mastering those difficult skills.*
  
9. Coordination and integration of Federal, State, and local services and programs, including AIS programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
*Conceptual Consolidation (See below).*

## **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” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are
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		Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	X			\$ 274,979	X	36-37
Title I, Part A (ARRA)	Federal	X			\$108,939.	X	36-37
Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal	X			\$148,650.	X	36-37
Tax Levy	Local	X			\$ 2,550,389.	X	36-37

**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.

**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:

- X 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.
- x IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

*Not Applicable.*

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; ***Continued use of Collaborative Team Teaching.***
4. Coordinate with and support the regular educational program; (See page ***Continue working with our SES providers to improve instruction .***
5. Provide instruction by highly qualified teachers; (See page ***Continue to move our teachers to highly qualified certification through guidance and professional development.***
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; ***The school offers Professional Development to all staff and parents as documented in our Professional Development Plan.***
7. Provide strategies to increase parental involvement; and ***The school will continue to work with the parent coordinator to increase parent participation.***
8. Coordinate and integrate Federal, State and local services and programs. ***The instructional program follows the State and City mandates.***

**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:** Improvement Year 2  
 (Comprehensive) \_\_\_\_\_ **SURR<sup>3</sup> 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 2) 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.

***Middle School Participation Rate 2010-2011***

***Finding: The school did not make AYP for all students economically disadvantaged students and black students.***

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

- ***Zero period tutorial***
- ***P.M. school***
- ***Saturday Academy***
- ***Lunch time tutorial (AIS) (See pages 16 and 17)***

***The focus for the school: To improve writing across all grade levels and all disciplines. The school has purchased the My Access writing program for grade 6-10 which allows students to self access their writing in addition to the teachers assessments.***

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

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.

- ***Assistant Principal conducts workshops for teachers to help them with classroom management issues.***
- ***Assistant Principal does workshops for teachers on progressive discipline, Conflict mediation.***
- ***Assistant Principal ensures that Bulletin Boards are updated to reflect rubric, tasks and differentiation***
- ***Assistant Principal provides professional development on Academic Intervention Services.***

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

***Assistant Principal provides ongoing Professional Development and mentoring and Professional Development provided by the Children First Network #302. Also our teachers do intervisitation and establish buddy system.***

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.

***Department of Education letters will be sent home explaining the schools SINI Year 2 status in English, Spanish and French.***

*At PTA meetings, Parent Involvement workshops, letters and other relevant NCLB documents will be handed out and relevant terms and concepts will be explained.*

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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>

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### **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.)

*Seven (7)*

2. Please describe the services you are planning to provide to the STH population.

- *Transportation*
- *Guidance Support*
- *Outreach support*
- *Uniforms*
- *Book bags*
- *School supplies*

### **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**

<b>School Name:</b>	School for Human Rights, The					
<b>District:</b>	17	<b>DBN:</b>	17K531	<b>School</b>		331700011531

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v	
	K		4		8	v	12	v	
	1		5		9	v	Ungraded		
	2		6		v 10	v			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.0/84.4	95.7/	96.6 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.5	92.6	93.5
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	28	50	39	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	47	30	54		53.6	79.2	77.6
Grade 8	63	49	35				
Grade 9	83	68	69	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	74	75	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	60	67	61		1	11	9
Grade 12	42	50	61				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	397	389	382	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	4	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	1	Principal Suspensions	9	4	11
# in Collaborative Team Teaching (CTT) Classes	29	27	33	Superintendent Suspensions	14	3	4
Number all others	25	28	17				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	12	10	TBD
# ELLs with IEPs	1	2	TBD
Number of Teachers	33	28	29
Number of Administrators and Other Professionals	11	11	9
Number of Educational Paraprofessionals	1	0	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	5	32	% fully licensed & permanently assigned to this school	100.0	100.0	96.2
				% more than 2 years teaching in this school	33.3	46.4	65.5
				% more than 5 years teaching anywhere	30.3	53.6	72.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	82.0	93.1
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	89.7
Black or African American	92.2	92.5	90.1				
Hispanic or Latino	7.1	5.4	6.8				
Asian or Native Hawaiian/Other Pacific	0.5	0.0	0.5				
White	0.3	1.8	2.6				
<b>Male</b>	50.4	50.6	51.3				
<b>Female</b>	49.6	49.4	48.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v		v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	v	ELA:	v
Math:	v	Math:	v
Science:	v	Graduation Rate:	v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	v	v	v	67
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v		v	v		
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White		-	-				
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
<b>Student groups making</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B / A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	46.9 / 78	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the</i>	12.1 / 14	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the</i>	4.1 / 18	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the</i>	29.9 / 40	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	0.8 / 6	Quality Statement 5: Monitor and Revise	

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>CFN #302 - Donald Conyers</b>	District <b>17</b>	School Number <b>531</b>	School Name <b>Human Rights</b>
Principal <b>Michael A. Alexander</b>		Assistant Principal <b>Denise Jennings</b>	
Coach <b>----</b>		Coach <b>----</b>	
Teacher/Subject Area <b>Philip Naraine (ESL/Spanish)</b>		Guidance Counselor <b>Tiffany Rios Stephanie Staley</b>	
Teacher/Subject Area <b>Patricia Cummings (English)</b>		Parent <b>Darien Mason</b>	
Teacher/Subject Area <b>Deslie Alexander (English)</b>		Parent Coordinator <b>Janice Goodman-Cummings</b>	
Related Service Provider <b>Keith Burns (Special Services)</b>		Other <b>Guylande Narcisse (paraprofes)</b>	
Network Leader <b>Roz German</b>		Other <b>Johanny de la Cruz (paraprofe)</b>	

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

### C. School Demographics

Total Number of Students in School	<b>387</b>	Total Number of ELLs	<b>22</b>	ELLs as Share of Total Student Population (%)	<b>5.68%</b>
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## Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

As part of the admission process, all parents/students complete a Home Language Identification Survey (HLIF). There is also an informal oral interview with the parents to clarify points on the survey. For a parent who speaks little or no English, this interview is done by a teacher or para-professional who speaks the parent's native language (French, Haitian Creole or Spanish). If the HLIS indicates that the student speaks little or no English and that the native language is used in the home setting, the LAB-R is administered and the student is programmed in an ESL class. A letter is sent to the parent informing of the child's ESL identification and enrolment in the relevant program.

Parents are also shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible.

The Pupil Accounting Secretary is responsible for the administration of the Home Language Identification Survey. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-</b>														0

Contained														
Push-In								4		8	3	4	3	22
Total	0	0	0	0	0	0	0	4	0	8	3	4	3	22

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	2	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	1	2	3	0	1	5	0	0	22
Total	14	1	2	3	0	1	5	0	0	22

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

**C. Home Language Breakdown and ELL Programs**

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

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																

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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								4		2	1	1	1	9
Chinese														0
Russian														0
Bengali														0
Urdu										1	1			2
Arabic										1	1			2
Haitian										4		2	2	8
French												1		1
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
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>22</b>						

## 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

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

The number of ELL students is relatively small (22 students ranging from Grade 7 to Grade 12). We have adopted the Inclusion model with collaborative team teaching and/or push-in of ESL and SETSS teachers in the majority of our classrooms, and have capped class size at around 30 students, and where possible have reduced that number even further. Currently three of our staff are fluent in Spanish, with four staff members fluent in Haitian Creole. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of these students.

Three of our ESL students receive special education services in accordance with the requirements of their IEPs. Content area teachers are also provided with copies of the IEPs so that they may become familiar with the special needs of those students who may have been programmed in their classrooms.

In this way we provide the ESL students with the mandated number of minutes as stated in New York State Chancellor's Regulations Part 154.



## 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

Because the ELL population is small and ranging from Grade 7 to Grade 12, the School for Human Rights (SHR) currently only offers a Push-in English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.

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

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

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

All ELLs (intermediate and advanced) in the Free Standing ESL classroom are fully served according to the mandated number of instructional

minutes to be provided. This is done through use of the mandated 37½ during the zero periods, after-school classes and push-in in content area classes as well as pull-out of students, in accordance with content teacher's request, for individual attention.

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

### 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

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

Within the school, professional development concentrates on:

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

Workshops off-site include:

- Monthly Series – “Working with Ells” for ESL teacher, Grades 6 – 12. (This series seeks to address various elements of the educational program for ELLs, such as assessment, planning, strategies, instruction and best practices.)
- NYSESLAT administration training.

### 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

- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.
- PTA meetings once a month with outreach to parents of ELLs.
- Parent volunteers are encouraged to spend time and assist in school.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4		1		5
Intermediate(I)								2		3	1	2	3	11
Advanced (A)								2		1	2	1		6
Total	0	0	0	0	0	0	0	4	0	8	3	4	3	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	3	1			4
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			3		1				4
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	2		2	
Math <u>Algebra</u>	6		4	
Math <u>Geometry</u>	1		0	
Biology	0		0	
Chemistry	2		2	
Earth Science	5		4	
Living Environment	2		1	
Physics	0		0	
Global History and Geography	2		1	
US History and Government	2		1	

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language	2		2	
Other <u>Math B</u>	1		1	
Other <u>Alg2/Trig.</u>	1		1	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

The ESL program of this schools aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2010, the ESL students are at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill while their greatest strength is in listening and speaking. Although their reading skill is generally good, there is room for improvement.

There will implications on the ESL instructional program based on the assessment of the NYSESLAT 2010 as well as other assessment such as

environment.

- P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
- Academic intervention as required to foster students' academic development and progress.
- Thorough practice in problem-solving strategies and justifying answers in Mathematics.
- Providing opportunities for negotiating academic language in Mathematics and Science.

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

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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		