



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR CIVIL RIGHTS

19K504

PRINCIPAL: MICHAEL STEELE

EMAIL: MSTEELE22SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Michael Steele	*Principal or Designee	
Michael Garippa	*UFT Chapter Leader or Designee	
Solomon Adelajo	*PA/PTA President or Designated Co-President	
Michelle Joyner	DC 37 Representative, if applicable	
Eddie Ivy Jasmin Rogers Michelle Murillo Mellica Murray Khamindra Singh Francine Adamson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To engage in short, frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice.

Measurable Objective

80% of teachers will receive at least 7 classroom visits with feedback including formal observations by June 2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A few of our teachers are struggling with the concept of differentiating instruction in the classroom. Addressing the needs of all students is a priority.

Many of our students are deficient in critical skills. In an analysis of students' performance on the most recent New York State Regents it was concluded that students need ongoing assessment to determine mastery of high level skills. The questions that required high level skills such as application, analysis and synthesis were answered incorrectly by a large majority of students. Teachers need ongoing professional development support in helping students to develop the skills necessary to receive a high score on the NYS Regents.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 1. 80% of teachers will receive at least 7 classroom visits with feedback including formal observations by June 2013.
 2. Prepare a schedule of snapshot visits and feedback.
 3. Students will be engaged in cooperative learning in which they are allowed to share ideas with their peers. These strategies will involve mainly group activities.
 4. Technology will be infused in to the curriculum to ensure that all students have multiple entry points.
 5. Grade level coordinators will attend training in August 2012 and also share best practice strategies with all teachers during the first week of September.
 6. Prepare a chart illustrating the areas that are in need of improvement. The areas of deficiencies will be collaboratively addressed.
 7. Provide differentiated professional development in the areas of weakness. The assistant principal in collaboration with the

Network will provide such professional development. Teachers will also build capacity by providing ongoing support for their colleagues.

8. Intervisitation among teachers.
9. Teachers will meet three times per week as teams to discuss students' work and modify instruction to address the needs of all students.
10. Teachers will attend grade level meetings to look at student cohorts. These activities will be supervised by the assistant principal and coordinated by the lead teachers.
11. Students will be tested periodically through Scantron.
12. Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Scantron generated data and classrooms data will be used by teachers to differentiate instruction.
13. Teachers will create a curriculum map that shows coherence of the skills taught across subjects.

Strategies to increase parental involvement

- The High School for Civil Rights will:
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology;
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - provide assistance to parents in understanding City, State and Federal standards and assessments;
 - share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To develop coherency in instruction across curriculum for 9th through 12th grade students in ELA, mathematics, science and social studies aligned to Common Core units of study.

Measurable Objective

Engage each grade level team in curriculum mapping effort to horizontally and vertically in the Common Core-aligned curriculum units in the core subject areas.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students will be tested on the Common Core in June of 2014. Therefore it is important that all disciplines address collaboratively, the skills that will be assessed on the NYS Regents examination. In addition, many teachers fail to focus on the critical skills that should be systemic across all grades. There is a need for a interdisciplinary approach to learning. Therefore students will be familiar with the interdisciplinary vocabulary skills.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. Engage each grade level team in curriculum mapping effort to horizontally and vertically in the Common Core-aligned curriculum units in the core subject areas.
 2. Teachers will meet during September planning to begin crafting curriculum.
 3. The schedule will have cross-grade, and department team meeting time. These activities will be supervised by the assistant principal and coordinated by team leaders. Additional support will be provided by the Network on a monthly basis.
 4. The budget will be used to offer teacher per session hours to plan subject area/grade specific curriculum.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The High School for Civil Rights will:
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology;
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - provide assistance to parents in understanding City, State and Federal standards and assessments;
 - share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

1. **The correlation between literacy skills and students scores in core subjects indicates a need for an increase literacy component. This will be achieved by differentiating instruction by introducing supplementary readings matched to individual skill levels.**
2. **PM school and a week-end academy will be organized to provide Living Environment classes for students who failed to earn Science credit during the 2007-2008 school years.**
3. **AIS program will be provided via tutorial offered during PM school and included in the week-end academy.**
4. **Study Hall is also available during the lunch period.**
5. **Needs of special education students will be met through CTT classes.**
6. **Needs of ELL students will be met through supplementary instruction provided by an ESL teacher.**

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To engage all students in two each of ELA, Math, Social Studies and Science Common Core-aligned units of study embedded in rigorous curriculum units.

At the end of the second term (June 2013) all students will be engaged in at least two ELA, two math, two science and two social studies units of study embedded in rigorous curriculum units aligned to the common core standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students are lacking the critical skills necessary to master the concepts as described in the ELA, Math, Social Studies and Science Common Core-aligned units of study. Many of our students are deficient in critical skills. In an analysis of students' performance on the most recent New York State Regents it was concluded that students need ongoing assessment to determine mastery of high level skills. The questions that required high level skills such as application, analysis and synthesis were answered incorrectly by a large majority of students. Teachers need ongoing professional development support in helping students to develop the skills necessary to receive a high score on the NYS Regents. Students will receive rigorous instruction in addition to engaging activities.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

At the end of the second term (June 2013) all students will be engaged in at least two ELA, two math, two science and two social studies units of study embedded in rigorous curriculum units aligned to the common core standards.

Teachers will meet twice per week to look at students' work and plan the appropriate units and tasks. This activity will be supervised by the assistant principal. Teachers will receive professional development provided by the assistant principal and the Network. Lead teachers will also provide best practice workshops as well.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The High School for Civil Rights will:
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology;
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - provide assistance to parents in understanding City, State and Federal standards and assessments;
 - share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

1. **The correlation between literacy skills and students scores in core subjects indicates a need for an increase literacy component. This will be achieved by differentiating instruction by introducing supplementary readings matched to individual skill levels.**
2. **PM school and a week-end academy will be organized to provide Living Environment classes for students who failed to earn Science credit during the 2007-2008 school years.**
3. **AIS program will be provided via tutorial offered during PM school and included in the week-end academy.**
4. **Study Hall is also available during the lunch period.**
5. **Needs of special education students will be met through CTT classes.**
6. **Needs of ELL students will be met through supplementary instruction provided by an ESL teacher.**

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of engaging students in active learning.

1. 100% of teachers will engage in professional development around "engaging students for learning".
2. 80% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs.
80% of classrooms will reflect resources to support engaging for learning.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Teachers failed to align data from Regents performance to the needs of all students.

At least 50 percent of our teachers fail to effectively engage all students in active learning. Teachers failed to capture students' attention during instruction time.

Students performance need improvement in Core subjects. There is a need for data driven instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1. Engage each grade level team in curriculum mapping effort to horizontally and vertically in the Common Core-aligned curriculum units in the core subject areas.
- 2. Train teachers in the use of ARIS
- 3. Meet with teachers in regards to how their data from Periodic Assessment/classroom assessments should be design to determine targeted lesson planning for students.
- 4. Offer PD in learning styles, brain development, and conferring with students. Assistant principal in collaboration with the Network will provide professional development.
- 5. August 2012 to June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The High School for Civil Rights will:
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy, math and use of technology;
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - provide assistance to parents in understanding City, State and Federal standards and assessments;
 - share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide

parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X _____ Tax Levy X _____ Title I _____ Title IIA X _____ Title III X _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

1. **The correlation between literacy skills and students scores in core subjects indicates a need for an increase literacy component. This will be achieved by differentiating instruction by introducing supplementary readings matched to individual skill levels.**
2. **PM school and a week-end academy will be organized to provide Living Environment classes for students who failed to earn Science credit during the 2007-2008 school years.**
3. **AIS program will be provided via tutorial offered during PM school and included in the week-end academy.**
4. **Study Hall is also available during the lunch period.**
5. **Needs of special education students will be met through CTT classes.**
6. **Needs of ELL students will be met through supplementary instruction provided by an ESL teacher.**

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Study Hall during lunch period. Ninth period tutoring Saturday School	Multiple delivery methods Small Group One-to-one	Study hall is provided during the school day. Ninth period tutoring is offered at the end of the school day. PM school is offered in global studies, math, science and ELA.
Mathematics	Study Hall during lunch period. Ninth period tutoring Saturday School	Multiple delivery methods Small Group One-to-one	Study hall is provided during the school day. Ninth period tutoring is offered at the end of the school day. PM school is offered in global studies, math, science and ELA.
Science	Study Hall during lunch period. Ninth period tutoring Saturday School	Multiple delivery methods Small Group One-to-one	Study hall is provided during the school day. Ninth period tutoring is offered at the end of the school day. PM school is offered in global studies, math, science and ELA.
Social Studies	Study Hall during lunch period. Ninth period tutoring Saturday School.	Multiple delivery methods Small Group One-to-one	Study hall is provided during the school day. Ninth period tutoring is offered at the end of the school day. PM school is offered in global

			studies, math, science and ELA.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Worker	One-to-one	

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

A large, empty rectangular box with a thin black border, intended for the user to describe recruitment, retention, assignment, and support strategies for highly qualified teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 19	Borough Brooklyn	School Number 504
School Name High School for Civil Rights			

B. Language Allocation Policy Team Composition [?](#)

Principal Michael S. Steele	Assistant Principal Jean Etienne
Coach type here	Coach type here
ESL Teacher Toni Leston	Guidance Counselor Priscilla Thevenot
Teacher/Subject Area Lisa Mengel/Spanish Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator Karen Moore
Related Service Provider Roydon Pellew	Other type here
Network Leader Roberto Hernandez	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	470	Total Number of ELLs	50	ELLs as share of total student population (%)	10.64%
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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. [①](#)

When new students enter the school, they are administered the HLIS in their language by Guidance Counselor, ParentCoordinator, and the certified ESL teacher. Interviews are conducted in the native language by the ESL Teacher, who holds license in Spanish, English, and English as a Second Language. Both the ESL teacher and Guidance Counselor speak Spanish. The assistant principal and one dean speak French and Haitian Creole. All are New York State licensed in several areas. If the HLIS determines that another language is spoken at home, and LAB testing is necessary, it is conducted by the Certified ESL Teacher, Ms. Toni Leston. If testing indicates eligibility for ESL services, placement is made into the parental choice of programs. If parent elects a Bilingual Placement, they would be assisted in finding that placement. Our current parent population views the parent orientation video in their home language, and the ESL teacher, counselor, and parent coordinator assure that they have understood their choices. The school keeps a record of parental choice and is willing to open a bilingual program as needed.

NYSESLAT is administered each spring by the certified ESL teacher to determine placement for the following school year. Testing continues until student scores Proficient. After exiting the program, however, they continue to be closely monitored.

2. Each time a new ELL student enters, the parent is explained the benefits and characteristics of each language program in coordination with the ESL Teacher, the Guidance Counselor, and the Parent Coordinator, who also utilizes the Parent Information Kit. We provide translators when necessary. Parents are given the opportunity to ask any questions they may have regarding all program choices. Once they fully understand the benefits of each program, they fill out the survey and selection forms. We work to accommodate parents with limited time and difficult work schedules by providing many times that they may attend these sessions.

3. The Parent coordinator, Guidance Counselor, ESL teacher work in conjunction to collect returned forms. We make phone calls, send home reminder letters through USPS and through students, written in the home language. We send the attendance teacher for a home visit if necessary.

4. As per CR Part 154, testing and placement into our ESL program occurs within ten days of initial enrollment. The ESL teacher, Guidance Counselor and admissions office work in coordination to facilitate rapid appropriate placement based on parent choice and as determined by LAB-r results/NYSESLAT scores. Our beginning students receive 540 minutes of ESL per week, our intermediate 360 minutes per week, and our advanced, 180 minutes per week and 180 minutes of ELA. As previously mentioned, all communications take place with parents as they bring their child in for the first time, or if limited time, arrange to attend the Parent Information session. They are provided information in their home language, thoroughly explained all programs, and offered the opportunity to ask questions. Interpreters are provided so that parents have a thorough understanding of program options. Once parents are sufficiently informed, and

have made their selections, students are placed in our freestanding ESL program at High School for Civil Rights or assisted in finding a bilingual or dual language program. We assure that parents understand their transfer options and we keep a record of parent choice forms on file.

5. All parents at High School for Civil Rights have chosen freestanding ESL. We have 100% parent choice for freestanding ESL and keep records on file with the ESL coordinator. Currently, we serve 47 ELL students.

6. Our program of freestanding ESL is fully aligned with parent choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	6
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	3

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

ELLs by Subgroups		
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	Total
TBE										0
Dual Language										0
ESL	30		1	9	0	5	3			42
Total	30	0	1	9	0	5	3	0	0	42

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										4	9	8	6	27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French													3	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other											2	2		4
TOTAL	0	4	12	10	9	35								

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instruction is delivered via a freestanding ESL program by a New York state certified teacher. Our ESL teacher has a full class load, consisting of 10 sections of ESL, with some overlapping of sections by grade and language level.

Our classes are heterogenous by grade and by language level.

2. We devliver 540 minutes of ESL instruction per week for beginners, 360 minutes per week for intermediate, and 180 minutes per week for advanced. For newly exited ELLs, we provide further assistance as necessary per individual student.

3. The ESL teacher provides content area support both individually and in collaboration with content area teahers. Many content area teachers provide bilingual word walls.

4.a. For SIFE students, many different approaches are utilized. Many students use the Read 180 program. We also have several series of very basic readers and materials for pre-literate students. We have books which teach concepts as basic as letter and word formation, basic phonemic awareness, then move to basic sentence writing, and eventually onto basic paragraphing.

b. Our plan for newcomers emcompasses the same materials and strategies as used for SIFE, with much focus on literacy, and then moving on to basic academic vocabulary. We also spend a lot of time on BICS to smooth the transition as quickly as possible. As soon as the student is ready, we introduce Regents-based skills in English to familiarize students with the expectations of standardized testing.

c. For ELLs receiving 4 to 6 years of service maintain collaboration with content area teachers, and utilize all Academic Intervention services necessary for the learners.

d. For our long term ELLs, the ESL teacher and the content area teachers collaborate frequently. We also involve other support staff as needed. Many of our long term ELLs have attendance issues, and some have IEPs. The guidance counselor, social worker, and school psychologist may need to be involved according to the individual needs of the student.

e. Our faculty and staff collaborate to address the needs of ELLs with IEPs. We work as a team to determine the best way to address the language needs of the students with IEPs. Paste response to questions 1-7 here

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

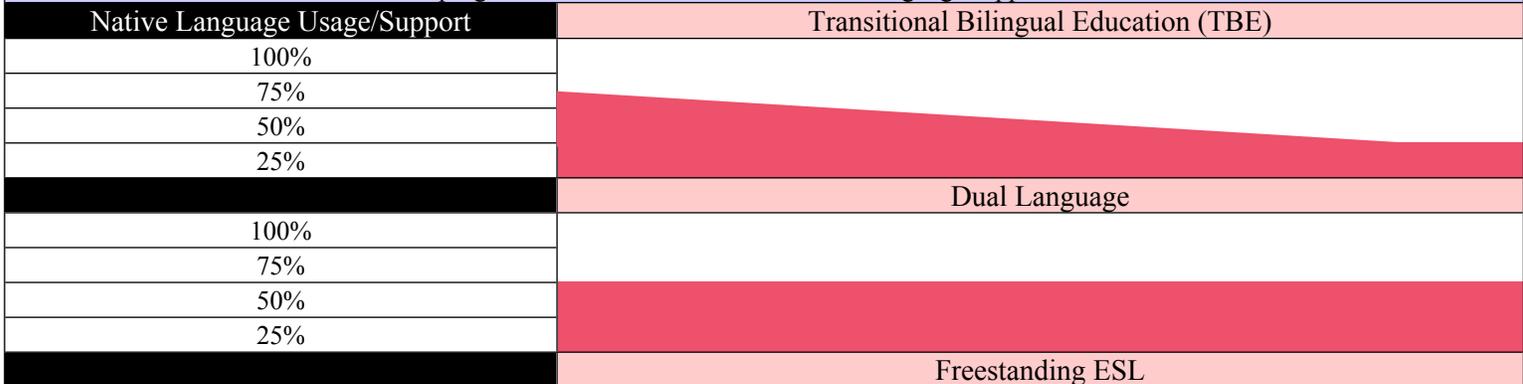
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Our intervention programs for ELLs include after-school tutoring, Saturday school, and lunch time tutoring. For ELLs who are involved, we utilize faculty to offer native language support as indicated by language level of the ELLs. We offer support in French, Haitian Creole, and Spanish.

9. ELLs who have reached proficiency continue to receive support as needed from the ESL, ELA, and other subject area teachers. The ESL teacher closely monitors the success of the newly-exited ELLs by communicating with the Guidance Counselor concerning Regents passing rates and credit accumulation. The ESL teacher works closely with students who are still struggling in their content area classes and in passing Regents. These students come during lunch tutoring, after-school tutoring, and Saturday school for additional support in the content areas in which they are struggling. The ESL teacher works in coordination with the subject area teachers to assure understanding of content area vocabulary as well as content and skills.

10. At this point, we may consider pairing up newly exited ELLs with a faculty member as mentor (in addition to ESL teacher) to further represent the population of language learners in the school at large and to accelerate academic preparedness.

11. We are not anticipating discontinuing any programs/services.

12. ELLs have access to all sports and clubs. The ESL teacher collaborates regularly with coaches and after-school teachers to make sure that access to information is provided in native language, and many times, students are provided a "buddy" form that particular club or team. All pertinent materials go home in the native language.

13. At Civil Rights, we use Smart Boards, computers, televisions, overhead projectors, text boards, realia, speeches, audio books, films, documentaries, historical documents, graphs, charts, and story boards.

14. Native language support is provided in our freestanding ESL program on a sliding scale according to language acquisition level and level of academic vocabulary knowledge, with beginners receiving the most native language support, intermediate less, and advanced even less. We make use of bilingual dictionaries, bilingual glossaries, faculty and staff translations, Regents exams in both languages.,

15. Yes, required services are age and grade appropriate.

16. We offer a parent information and orientation session during the summer to all parents, including parents of ELLs. We also offer numerous parent workshops on Regents, graduation requirements, ARIS, and Skedula. To encourage ELL parents to attend, we send out informational fliers and make phone calls home in the native language. We also have interpreters on site to assist. For our newly enrolled ELLs, we pair them with an intermediate or advanced ELL who will be their "language and culture buddy." These peer mentors help them to acclimate to the new culture and serve as liaisons with the larger culture. They pair up with them in the cafeteria, hallways, and classrooms. They also serve to provide native language support during our peer tutoring time in lunch.

17. At High School for Civil Rights, we offer Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our academic focus is Cooperative Learning, Vocabulary Development and Writing. Professional development is provided by school staff, community learning support personnel organization.

Within the school's Professional Development program, the focus is on the literacy needs of our ELL population.

Sessions are also given in math and science in scaffolding instruction for ELLs through the use of manipulative and experiments.

Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible for ELLs. We are currently using Read 180 as a tool to enhance reading levels.

Workshops taken by ESL teachers include:

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

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

- o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.

- o Wilson Program for Special Education teachers.

- o

- In the Freestanding ESL component we have 47 students, from grades 9 through 12. They range from Beginning to Advanced Proficiency levels. They are served according to language proficiency level, with Beginners receiving 540 minutes, Intermediate 360 minutes, and Advanced 180 minutes. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment.

The Knowledge Network Content Area Specialist for ELL instruction will support professional development opportunities for the Principal and AssistantPrincipal as needed, for additional differentiated professional development within the school.

Teachers of ELLs will become more familiar with Read 180 methodology.

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

The Knowledge Network Content Area Specialist for ELL for Special Education will support professional development opportunities for the Principal and AP for teachers previously trained in Wilson Reading Program.

Wilson Reading Program professional development specialists will provide the Wilson training taking part in the NYC Dept. of Education initiative to train teachers in the Wilson Reading Program methods. Teachers will be able to teach groups of students using the Wilson Reading Program approach.

Targeted Needs (To support effective implementation of the Redesign Plan) Differentiated Support for this School

Staff will receive information about:

- Regents Exam scores of their students
- Class grades and credit accumulation
- Percentage of students absent and percentage of students suspended
- Portfolios with examples of project-based learning marked with criterion-referenced rubrics and aligned to state standards
- Component analysis of Regents Exams
- Interpreting incoming 9th grade permanent records for evidence of appropriate SLC and support services

Improved literacy instruction for Special Needs students will be achieved through the implementation of best educational practices and the

Wilson Reading Program which utilizes the Orton-Gillingham approach. Wilson Reading program is a multi-sensory approach to reading, writing and spelling for students not responding to traditional instruction. Training and ongoing support for school specific personnel in the implementation of Wilson Reading will be conducted by the region on a regular monthly basis.

A Special Education ISS will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.

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?

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

Parents will be more adept at assisting their children in learning.

In addition, there will be monthly professional development for parents including ELL parents in order to improve parents' Math and ELA skills so that they can assist students in identified deficiency areas.

By April 2012, High School for Civil Rights will have been provided training/development for parent leaders in creating the school's CEP.

By June 2012, High School for Civil Rights will demonstrate a substantial increase in parental involvement.

The Knowledge Network spearheaded by the Network Leader and the District Family Advocate will provide training to parent association presidents and also to parent coordinators in order to facilitate professional development.

Parents will be more adept at assisting their children in learning.

3. We hold an annual ESL parent night, in which parents of ELLs come to the school for information provided by parent coordinator, ESL teacher, the guidance counselor, and assistant principal. On this night, we assess needs of ELL parents through surveys and conversations.

4. We seek to address those needs via coordination of services through the school and wider community. We give them information on Adult ESL classes and seek to connect them to other service providers in the community as needed. These may include authorities on housing, health care providers, and outside tutoring providers.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	8	5		16
Intermediate(I)										4	4	7	3	18
Advanced (A)										3	3	5	2	13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	10	15	17	5	47

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	6		4	
Integrated Algebra		18		14
Geometry	3		3	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment		17		13
Physics				
Global History and Geography	4	12	3	9
US History and Government	11	5	9	3
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies		10		7
NYSAA Science				

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

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

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.

Our school uses a combination of teacher-made assessments and some early readers such as Visions, Beginning ESL Writer/Reader, Milestones to assess literacy skills. The tools have provided us with the insight that many of our students possess very low levels of literacy, ranging from beginning reader to those who have had a stronger academic background from their country of origin. Our instructional plan has been modified somewhat as a result of understanding this information. All content area teachers provide more visuals to enhance learning. The content area teachers have been given PD that has taught them how to utilize ESL techniques such chunking, highlighting, identifying cognates, active reading strategies, note-taking strategies pairing students with higher-level reading buddies, and peer tutoring in native language.

2. Data patterns reveal that our ELLs generally become proficient in listening and speaking more quickly than reading and writing.

3. These patterns affect instructional decisions. All content area teachers are aware of ELLs English literacy levels and adjust instruction to meet their linguistic and academic needs when planning lesson. All content area teachers have been given PD's on how to highlight important vocabulary during the planning of lessons. They utilize bilingual glossaries, pair their ELL's with others of their language group, modify the pacing and materials of ELLs, and differentiate how ELLs are assessed.

4. Our ELLs fare better when given tests side-by-side. The higher level students generally choose to respond in English and perform well because the language of instruction has been in English. However, our beginning students fare better when testing in their native language.

b. We use the results of Periodic Assessments to see how the ELLs are improving and to predict how they will fare on the NYSESLAT.

We use these results, along with other testing, both formal and informal, to determine, in part, student scheduling.

c. The school is learning that ELLs are improving in the four language modalities. The native language is used during small group tutoring during lunch, after school, and in Saturday school as needed. Also, in classes where there are others who speak the native languages of those ELLs, they provide peer tutoring.

6. We evaluate the success of our ESL program by looking at NYSESLAT results, Periodic Assessments, passing rates in all classes, and Regents passing rates, graduation rates of ELLs and integration of ELLs into the larger school community. We also look at parental involvement as a key indicator of the success of the program.

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.

For the past four years our ELL population has been making consistent progress in terms of graduation rate. We have gained extra credits due to the large number of ELL students that have been accumulating credits in addition to passing the New York State Regents exam.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MICHAEL STEELE	Principal		1/17/13
JEAN ETIENNE	Assistant Principal		1/17/13
KAREN MOORE	Parent Coordinator		1/17/13
TONI LESTON	ESL Teacher		1/17/13
	Parent		1/17/13
LISA MENGEL	Teacher/Subject Area		1/17/13
	Teacher/Subject Area		1/17/13
	Coach		1/17/13
	Coach		1/17/13
PRISCILLA THEVENOT	Guidance Counselor		1/17/13
ROBERTO HERNANDEZ	Network Leader		1/17/13
	Other		1/17/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 19k504 **School Name:** High School for Civil Rights

Cluster: 6 **Network:** CFN611

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

Part A: Needs Assessment Findings

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

22.17% of our student population is Hispanic. 1% of our student population are French speaking. Messages are sent to parents in both English and their native languages. Students will complete a home language survey to that will help to determine next steps. An oral interpreter is present at school and also a language translator.

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

22.17% of our student population are Hispanic. 1% of our student population are French speaking.

Part B: Strategies and Activities

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

22.17% of our student population is Hispanic. 1% of our student population are French speaking. Messages are sent to parents in both English and their native language. Written translation services will be provided by school staff. The guidance counselor and ELL teacher provide the translated documents in a timely manner.

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.

Oral interpretation service will be provided by staff members that are bilingual. The guidance counselor and ELL teacher are the oral interpreter. They will speak with parents during our PTA meetings and other events. The communication is also sent in parents native language.

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>.

Communications are made to parents in their native languages. All communications are distributed in various languages based on the need of the parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: High School for Civil Rights	DBN: 19k504
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 28
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

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

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

We currently serve 40 ELL students within a school-wide population of 375; they speak Spanish, French, Haitian Creole, Chinese, Garifuna, Arabic, Yoruba, and Twi. Currently there are 2 ninth graders, 9 tenth graders, 8 eleventh graders, and 9 twelfth graders a total of 28 students (This does not include former ELLs)

Our ELL population reflects a variety of cultures, languages, and academic backgrounds, whose diversity greatly enhances our school community. They come with a great variety of educational foundations, ranging from SIFE to enriched, private school educations. Their levels of English range from beginning, non-English speakers to advanced, nearly proficient speakers. Also, their levels of literacy, both in English and in their primary language, vary greatly.

In addition to all mandated services that ELL students are entitled to receive, under the Title III allocation, our school offers the following to all our LEP population, and students having passed NYSELAT within the past two years.

- Targeted after school tutoring from teachers licensed in ESL, ELA, social studies and science.
There are four teachers participating in the program. The teachers are license in the following subjects: English Language Arts, English as a Second Language, social studies and science.
ESL teacher participate in collaborative lesson planning including co-teaching with the content area teachers. The ESL teacher would push into classrooms occasionally in addition to assisting students in comprehending the core subject subject contents. This is done by working with all ESL students in a classroom. Program held two days per week, Thursdays and Fridays from 2:30pm to 3:30pm. ESL teacher assist in lesson preparation and assist students with vocabulary development within the content area. ESL teachers would co-teach during the first 15 minutes

Part B: Direct Instruction Supplemental Program Information

then remove students to an ESL room where students have access to software and Internet access. Program began on 11/5/2012 and ends on 6/7/2013.

- Saturday school instruction in all social studies with support from Spanish, Haitian Creole, and French-speaking faculty. Program starts on 12/16/12 and end on 1/19/12. Five sessions will be offered and classes begin at 9:00am and end at 12:00pm. ESL will co-teach with content area teachers. The teachers are license in the following subjects: English Language Arts, English as a Second Language, social studies and science. ESL teacher participate in collaborative lesson planning and assist in vocabulary development activities. ESL teacher push into classrooms and assist students in the various content areas. ESL teacher moved from class to class and assist students based on their needs.
- Reading and critical skills enhancement offered by a licensed ESL teacher working in collaboration with teachers certified in Math, Science, and Social Studies. The ESL teacher obtained the lessons from the core content area teachers and differentiate instruction based on their needs.. The program is held five days per week, Mondays, Tuesdays, Wednesdays, Thursdays and Fridays from 7:30am to 8:am. Program began on 11/5/2012 and ends on 6/7/2013. In this program the ESL teacher remains in the ESL room and assist all ESL students with their core subjects. Students use computer technology to enhance their understandings of the core contents.

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

Content classes are offered to students in English and student are offered assistance in understanding the vocabulary used in content. Teachers will implement the cooperative learning strategies where students work together in groups and teams. Many of our ELL family members face the challenge of

Part B: Direct Instruction Supplemental Program Information

now being able to adequately assist their children due to the language barrier. The title III supplemental program helps ELLs students with their vocabulary development and therefore allows them to become more fluent in English.

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

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

- Novels for ELA Regents Tutorial=(\$300)
- Content Area Regents Practice books in different languages (\$300)
- Multicultural Supplementary Libraries (\$300)
- Native Language Libraries (\$200)
- Bilingual Translation Dictionaries (\$200)
- NYSESLAT Practice Materials (\$200)
- General school supplies (pens, pencils, notebooks, folders, etc.(\$300) TOTAL=(\$1500)

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Throughout the year, we will conduct several workshops with components focusing on ESL instruction. All incoming teachers will also participate in ESL training. Some of the workshops that will be offered to all teachers of ELLs, at no cost to the Title III program, are the following:

All foreign language teachers are invited to attend the Office of English Language Learners' 2013 Annual LOTE Conference —“An Integrated Approach to Language Instruction”—on Monday, January 28, from 8:30 a.m. to 3:00 p.m. at Long Island City High School. This one-day conference will feature two renowned and engaging keynote speakers: Dr. Myriam Met and Dr. Marjorie Hall Haley. Topics of concurrent workshops include effective instructional strategies and LOTE/SLP assessments. To register, click here. For additional information, please contact Pat Lo at

Part C: Professional Development

plo@schools.nyc.gov.

- Transitional Bilingual Education (TBE) and/or Dual Language Planning Grant for 2013-14

All schools / Deadline: January 29

The Office of English Language Learners invites all schools throughout the city to be part of a new and exciting comprehensive effort to strengthen instruction and raise achievement for English Language Learners. Through the Bilingual Program Planning Grant, schools will be provided with a unique opportunity to create a new Transitional Bilingual Education (TBE) and/or Dual Language program for the 2013-14 school year, thereby offering academically rigorous instruction to prepare students for college and careers. Schools are invited to apply for the Bilingual Program Planning Grant for up to \$20,000, which can be used to plan a new bilingual program. To access the RFP for this exciting opportunity, click here.

- Analyzing ELL Data to Inform Instruction (January 28, 2013 from 9:00am to 3:00pm at Long Island City High School. Provided by CFN 611 Network.
- Online Video Series on Implementing a Successful RTI Model with English Language Learners
The Office of English Language Learners in collaboration with Dr. Janette Klingner of the University of Colorado, nationally renowned expert in the field of Response to Intervention (RTI) with English language learners, presents this video series on the implementation of a successful RTI model with English language learners. There are currently 7 videos available in this series which can be viewed at <http://schools.nyc.gov/Academics/ELL/EducatorResources/rti.htm>.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Our Parent Coordinator, Guidance Counselor, and School Translators offer various workshops for all our parents of students in the ESL program. The Title III funds will be used to increase parental involvement, therefore help in providing more workshops for these parents. Some of the ESL workshops offered are as follows:

- Graduation Requirements and NYSESLAT Assessment (9/13/2012 from 6pm to 8pm). Provided by Guidance Counselor and ESL teacher.
- College Readiness and Application (1/28/2013, 6pm to 8pm). Provided by Guidance Counselor and ESL teacher.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		