



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE SCHOOL FOR HUMAN RIGHTS

DBN (DISTRICT/ BOROUGH/ NUMBER 17K 531)

PRINCIPAL: MICHAEL A. ALEXANDER EMAIL: MALEXAN@SCHOOLS.NYC.GOV

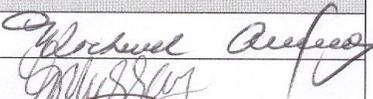
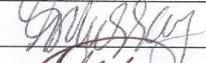
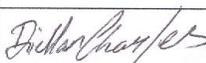
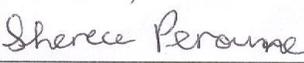
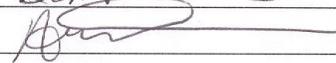
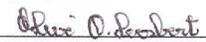
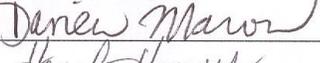
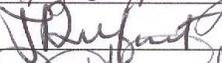
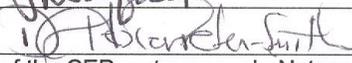
SUPERINTENDENT: KAREN WATTS

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 A. Alexander	*Principal or Designee	
Gail Murray	*UFT Chapter Leader or Designee	
Yoland Moore	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Diellan Charles Sherece Perone	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	 
	CBO Representative, if applicable	
Primrose Demetrius	Member/	
Averil Mason-Scantlebury	Member/	
Olive O. Cosbert	Member/	
Darien Mason	Member/	
Hazel Henry	Teacher	
Jacqueline Dufont	Teacher	
Deslie Alexander-Smith	Teacher	

** 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 process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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 adapted from 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 “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, 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.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 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 #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *Improvement in performance in NYS ELA Assessments of our Middle School students by 5% 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.
- *Based on the NYS ELA results June 2012, 71% of our students scored levels 1 and 2. (all students)*

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) staff 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.
- *Initial assessment using Instructional Targeted Assessment based on findings, teachers will target student's need e.g., vocabulary, context clues, making inference by use of software programs; (MY ACCESS) as well as direct teacher instruction, teacher will continually analyze students' work based on instructional strategies every six weeks and make the necessary adjustments.*
- *Students at risk and also of high academic needs will have the opportunity to participate in A.M. school (three times per week), Lunch Time Tutorials, and P.M. school (three times per week).*
- *Teacher teams will meet regularly (through the designated Common Planning Time) once weekly to engage in Inquiry Work and analyze Student Portfolios.*
- *Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor students' progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *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.;

- *Strengthen parent knowledge of the education process at The School for Human Rights*
- *Provide parents opportunities to engage in reviewing the sampling work of their children.*
- *Parents are able to support students with homework projects and College & Career readiness.*
- *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;*
- *Parents will be trained on how to use ARIS parent link to access and monitor their children's academic progress.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.*
- *The school will offer monthly workshops in support of the above topics noted in Goal 1.*
- *Department and grade team meetings will be held monthly in support of this goal.*
- *Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development in the form of one on one support from CFN 611 with frequent feedback aimed at the development of requisite skills.*
- *Professional Development at the school level and also at the CFN monthly conferences for teachers to become highly qualified. (Monthly)*

Service and program coordination

- *Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.*
- *Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.*
- *As part of the Title 1 program, all students are entitled to receive free breakfast daily. This allows them to be well nourished and thus prepared to study for the school day.*
- *ESI funds will be used to support our Saturday Academy which will focus on building literacy skills with intention of improving performance on the State ELA results in 2013.*

Budget and resources alignment

- *Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.*
- *Tax Levy and Title1 funds will be used to fund P.M. school tutorial (three days a week) for four teachers.*
- *P.M. School utilizing the funds from contracts for excellence (three days per week) for four teachers.*
- *SINI funds will be used to fund our Saturday Academy and other after school programs (Assistant Principal and four teachers).*
- *Per Session funds will be used for High Qualified teachers from multiple sources to support this goal including Tax Levy and Title 1*
- *Title 1 funds will be used for reduced class sizes and after school program three times a week.*

ANNUAL GOAL #2 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 #2

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

By June 2013 – Improvement in performance in our 10th grade students in Math (Geometry) unit course exams by 5%.

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.
- *According to our STARS, June 2012 report, 77% of our 10th grade students passed Geometry; therefore we would like to raise the passing rate to 85%.*

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) staff 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.
- *High need students will have the opportunity to participate in A.M. school, (three times a week), Lunch Time Tutorials, and P.M. school (three times a week).*
- *A.M. and P.M. school will be offered utilizing the funds from contracts for excellence.*
- *Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios.*
- *Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor students' progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *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;*

- *Strengthen parent knowledge of the education process at The School for Human Rights*
- *Provide parents opportunities to engage in reviewing the sampling work of their children.*
- *Parents are able to support students with homework projects and College & Career readiness.*
- *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;*
- *Parents will be trained on how to use ARIS parent link to access and monitor their children's academic progress.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- *The school will offer monthly workshops in support of the above topics noted in Goal (2), aligning technology (Apex VS) with math and applying geometric application to real life situations.*
- *Department and grade team meetings will be held monthly in support of this goal.*
- *Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development at the school level and also one to one support at the CFN 611 monthly for teachers to become highly qualified.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.*
- *As part of the Title 1 program, all students are entitled to receive free breakfast daily. This allows them to be well nourished and thus prepared to study for the school day. Title one funds will also be used to fund P.M. school where the Geometry teacher will work with students to improve the skills in the subject area.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- *Tax Levy and Title1 funds will be used to fund P.M. school tutorials. SINI funds will be used to fund Saturday Academy to Support this goal.*
- *P.M. school utilizing the funds from contracts for excellence.*
- *Team teaching for the purpose of achieving class size reduction and to provide services to special needs students to pass Regents.*
- *ESI funds will be used to fund our Saturday Academy and other after school programs.*
- *Title 1 funds will be used for reduced class sizes, and after school program.*

ANNUAL GOAL #3 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 #3

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

By June 2013 – Improvement in the performance in US History Regents of our High School students passing rate by 5% 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.
- *According to the New York City Regents report summary, 75% of our students passed the US History Regents in June 2012. The goal is to increase by 5% to 80%*

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) staff 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.
- *High need student will have the opportunity to participate in A.M. school, Lunch Time Tutorials, and P.M. school, from September 2011 – June 2012.*
- *Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios weekly throughout for the year.*
- *Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor student progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs. (every six weeks)*
- *Regents review classes added to regular program (AIS classes). (Daily)*
- *Inquiry Teams will continually work to identify weak skill sets in US History through on-going targeted assessment.*
- *Infuse the use of technology in classes to all students to develop their understanding of DBQ's and essay writing skills.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *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;*
- *Parent workshops will also focus on educating parents about the US History curriculum and therefore better prepare them to help their children with their home work assignments.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.*
- *Initial assessment using IT assessment.*
- *Based on findings, teacher will target student's need e.g., vocabulary, context clues, making inference. (MY ACCESS) as well as direct teacher instruction, teacher will continually analyze students' work based on instructional strategies every six weeks and make the necessary adjustments.*
- *Students at risk and also of high academic needs will have the opportunity to participate in A.M. school (three times per week), Lunch Time Tutorials, and P.M. school (three times per week).*
- *Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios.*
- *Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor students' progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs.*

Service and program coordination

- *Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.*
- *Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.*
- *As part of the Title 1 program, all students are entitled to receive free breakfast daily. This allows them to be well nourished and thus prepared to study for the school day. SINI funds will also be used for Saturday school and P.M. school to students DBQ's and essay writing skills.*

Budget and resources alignment

- *Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.*
- *P.M. school utilizing the funds from contracts for excellence.*
- *Tax Levy and Title one funds will be used to fund P.M. school tutorials. SINI funds will be used to fund Saturday Academy to support this goal.*
- *Team teaching for the purpose of achieving class size reduction and to provide services to special needs students to pass Regents.*
- *ESI funds will be used to fund our Saturday Academy and other after school programs.*
- *Regents review classes added.*
- *Title 1 funds will be used for reduced class sizes, and after school program.*

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *100% of teachers will receive Professional Development to develop curriculum maps that will be aligned to the Common Core Curriculum State Standards by March 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.
- *Due to the implementation of the new Core Curriculum Learning Standards, plus a review of 2010-2011 Inquiry work found gaps in current curriculum maps as required by Common Core Learning Standards. It is therefore imperative that all teachers develop curriculum maps that are aligned to the Common Core State 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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff 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.
- *By October 2012 a Teacher Team will be constituted to start the process of writing curriculum maps for all core subject in the 6th and 9th grades*
- *By March 2013 Teachers will produce drafts curriculum maps for every Core subject area in the 6th and 9th grades. All curriculum maps must be aligned with the Common Core Curriculum State Standards.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *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 parent access through ARIS to educate parents about the Common Core Learning Standards.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- *The school will offer monthly workshops in support of the above topics noted in Goal 1.*
- *Department and grade team meetings will be held monthly in support of this goal.*
- *Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development in the form of one on one support from CFN 611 with frequent feedback aimed at the development of requisite skills.*
- *Professional Development at the school level and also at the CFN monthly conferences for teachers to become highly qualified. (Monthly)*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.*
- *All students are entitled to receive free breakfast daily. This allows them to a well nourished and thus prepared to study for the school day.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- *Tax Levy and Title1 funds will be used to fund P.M. school tutorials. SINI funds will be used to fund Saturday Academy to support this goal.*
- *Team teaching for the purpose of achieving class size reduction and to provide services to special needs students to pass Regents.*
- *ESI funds will be used to fund our Saturday Academy and other after school programs.*
- *Regents review classes added.*
- *Title 1 funds will be used for reduced class sizes, and after school program.*

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff 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.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	28	49	7	5	12		6	
7	23	20	7	6	7		11	
8	33	20	10	10	10		18	
9	31	27	11	32	10		20	
10	36	18	10	32	11		12	
11	32	25	30	63	10		16	
12	6	8	4	15	12		4	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Extended/Additional class periods to allow for instruction and AIS within workshop model format • Daily independent reading time with the expectation that each child reads at least 25 books all year • Zero Period decoding classes for students requiring additional resources • Push-in SETSS provider • After school homework help; Push-in tutoring provided by Brooklyn College, and FYI for youth initiative (SBO) • Collaborative Team Teaching in inclusion classrooms.
Mathematics	<ul style="list-style-type: none"> • Zero period Math enrichment class – 3 times per week • One hour after school Math enrichment class with Impact Math Coaching – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format • P.M. school four (4) times per week Regents Preparation
Science	<ul style="list-style-type: none"> • Zero period Math enrichment class – 3 times per week • One hour after school Math enrichment class with Impact Math Coaching – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format • P.M. school four (4) times per week Regents Preparation
Social Studies	<ul style="list-style-type: none"> • Zero period Math enrichment class – 3 times per week • One hour after school Math enrichment class with Impact Math Coaching – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format • P.M. school four (4) times per week Regents Preparation
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Pupil Personnel Team, provide individual and group counseling with school social worker and Guidance Counselors • Individual/family counseling • Weekly peer mentoring program • Conflict resolution and peer mediation training • CSE referrals • Employment counseling • School attendance/dropout prevention

At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Not available because there is no permanently assigned Psychologist at the Campus.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Social Worker and Guidance Counselors conduct one to one counseling and also group counseling on topics such as – relationships abuse, academic counseling, STD's, gang violence, conflict resolution, anger management, school attendance/dropout prevention
At-risk Health-related Services	<ul style="list-style-type: none"> • Teenage sexual harassment • Teenage relationship abuse counseling' • Counseling on STD • Workshops on bullying

INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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

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 with 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 promptly 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 17K531 School Name: The School for Human Rights

Cluster: 06 Network: CFN #611

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.

When a potential ELL is admitted to the school, the parent express their language preference for the Home Language Identification Survey form. We have currently used this form in six languages. Parents are also asked to complete the form that says what language they would like to receive written information and the language they would prefer to communicate orally with the school. This information is useful when we need to communicate with parents of ELLs about aspects of their children education. If the parent has minimal or no knowledge of English, we suggest that a trusted member of the family translate for them or to have the school provide a translator. In most cases, a member of staff act as an oral interpreter, which is acceptable with parents. Parents are also given the brochure "Guide for Parents of English Language Learners" in an appropriate language.

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.

The information on the completed forms mentioned above provide data on the ELLs parent population who will need translation and interpretation services. This information is reported to the school community (general office staff, parent coordinator and teachers) by the principal and ESL teacher.

Part B: Strategies and Activities

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

Documents in the parents' languages are taken from the NYC Department of Education website under the English Language Learners link where there is a wealth of relevant translated documents (Parent's Preferred Language Form, HLIS forms in 12 languages, ELL Parent Brochure in 10 languages, Parent Survey & Program Selection Form, Entitlement, Non-Entitlement and Continued Entitlement letters, and so on. These documents serve our translation needs.

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.

Members of staff provide oral interpretation services for parents when teachers met with, or call home, to discuss anything any aspect of their children's academic progress and social needs. In addition, the parent coordinator is aware of language access requirements so as to ensure that parents are provided with the services that fulfill Section VII of Chancellor's Regulations A-663. We currently use in-house interpretation services with members of staff who are proficient in the languages of our ELL population (Haitian Creole, French and Spanish). English-speaking members of the family provide interpretation services for our Arabic and Urdu speaking parents.

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

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LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

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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.

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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.

The information on the completed forms mentioned above provide data on the ELLs parent population who will need translation and interpretation services. This information is reported to the school community (general office staff, parent coordinator and teachers) by the principal and ESL teacher.

Part B: Strategies and Activities

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

Documents in the parents' languages are taken from the NYC Department of Education website under the English Language Learners link where there is a wealth of relevant translated documents (Parent's Preferred Language Form, HLIS forms in 12 languages, ELL Parent Brochure in 10 languages, Parent Survey & Program Selection Form, Entitlement, Non-Entitlement and Continued Entitlement letters, and so on. These documents serve our translation needs.

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.

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