



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL FOR CIVIL RIGHTS AND LAW

DBN (i.e. 01M001): 19K504

Principal: MICHAEL S STEELE

Principal Email: MSTEELE2@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: ROBERTO HERNANDEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
MICHAEL STEELE	*Principal or Designee	
PATRICIA MCKENZIE	*UFT Chapter Leader or Designee	
SOLOMON ADELAJA	*PA/PTA President or Designated Co-President	
JULIUS CYRUS	DC 37 Representative, if applicable	
MALAYSIA ANDERSON TUNISEA BURGAN MICHELLE MURILLO MARIO EDWARDS	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
TAMARA LINO	Member/ parent	
ANTOINETTE LAMBERT-WATKINS	Member/ PARENT	
JOY ROGERS	Member/ TREASURER/SECRETARY	
RUTHIE FRAZIER	Member/ TEACHER	
JERRY PENTAYA	Member/ TEACHER	
ADDISON PINTRO	Member/ TEACHER	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June 2014 the graduation rate will be increased by 10%.

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.

During school year 2012-2013 the graduation rate for the six year cohort was 74.0%. The four year graduation rate however was 56.3%. Therefore by June 2014 the four year graduation rate will increase by 10%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Ongoing opportunities for NYS Regents preparation such as:
Saturday Academy, PM School, Lunch Period Study Hall, Ninth Period Tutoring, Credit Recovery.
2. Carefully analyze discharges within the cohort.
3. Outreach to transfer schools.
4. Provide parental outreach for students in danger of failing due to low attendance.
5. Students are engaged in active learning and higher order thinking during instruction.
6. Provide mentorship program for students.
7. Ensure that students are adequately prepared for Regents exam during regular instruction by taking advantage of Charlotte Danielson's Framework for Teaching which will allow students to receive adequate preparation for the NYS Regents examination.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. Administrators
3. Network Instructional Specialists

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student performance on formative and summative exams should be at least 65%.
2. Scholarship Reports
3. Student attendance in these programs.

D. Timeline for implementation and completion including start and end dates

1. 9/2013-6/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Technology will be infused in to the curriculum to ensure that all students have multiple entry points.

2. Grade level coordinators will attend training starting in August 2013 and also share best practice strategies with all teachers during the first week of September, 2013.
3. Prepare a chart illustrating the areas that are in need of improvement for each teacher.
4. Provide differentiated professional development in the areas of weakness.
5. Inter-visitation among teachers for best practices in respective content areas.
6. Teachers will meet three times per week as teams to discuss students' work and modify instruction to address the needs of all students.
7. Teachers will attend grade level meetings to look at student cohorts.
8. Students will be tested periodically on a weekly basis.
9. Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Regents generated data and classrooms data will be used by teachers to differentiate instruction.
10. Teachers will create a curriculum map that shows coherence of the skills taught across subjects.
11. CFN Network will provide professional development for teachers.

1.

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).

- 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;
- 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;

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Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014 all students will be engaged in full alignment of instruction in ELA and Math to the Common Core Learning Standards and align science, social studies and non-regents courses to the literary standards as recommended by the Citywide Instructional Expectation.

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 literary skills necessary to master the concepts as described in the ELA, Math, Social Studies and Science as reflected on the NYS Regent examination.

During academic year 2012-2013 the following Regents scores were revealed: ELA passing rate: 46%; Integrated Algebra passing rate: 31%; Global History passing rate: 29%; US History passing rate: 31%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Teachers will meet twice per week to look at students' work and plan the appropriate units and tasks.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Administrators and CFN Network

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will use monthly targets such as uniform examination aligned to NYS standards to evaluate student progress. Students must score at least 65% on tests.

2. Ongoing observations with meaningful feedback.

3. Student performance on formative and summative assessments.

D. Timeline for implementation and completion including start and end dates

1. 9/13 to 1/2014 and 1/2014 to 6/2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

12. Provide differentiated professional development in the areas of weakness.

13. Inter-visitation among teachers.
14. Teachers will meet three times per week as teams to discuss students' work and modify instruction to address the needs of all students.
15. Teachers will attend grade level meetings to look at student cohorts.
16. CFN Network will provide professional development support which enables teachers to build capacity and sustainability.

1.

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).

- 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;
- 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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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 2014 the pass rate for ELA, Integrated Algebra, Global History and US History will each increase by 10%.

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.

During academic year 2012-2013 the following Regents scores were revealed: ELA passing rate: 46%; Integrated Algebra passing rate: 31%; Global History passing rate: 29%; US History passing rate: 31%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Ongoing opportunities for NYS Regents preparation such as: Saturday Academy, PM School, Lunch Period Study Hall, Ninth Period Tutoring, Credit Recovery.

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.
4. The budget will be used to offer teacher per session hours to plan subject area/grade specific curriculum.
5. Students are engaged in active learning and higher order thinking during instruction.
6. Ensure that students are adequately prepared for Regents exam during regular instruction by taking advantage of Charlotte Danielson's Framework for Teaching.
7. Teachers in collaboration with attendance teacher will participate in parental outreach.

1.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Administrators and CFN Network. Administrators will ensure that teachers utilize the Eduware Test Maker Wizard that consist of questions aligned to the Common Core Learning Standards.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will analyze student performance on formative and summative exams aligned to CCLS.

D. Timeline for implementation and completion including start and end dates

1. 9/13 to 6/14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

17. Provide differentiated professional development in the areas of greatest instructional needs.
18. Intervisitation among teachers.
19. Teachers will meet three times per week as teams to discuss students' work and modify instruction to address the needs of all students.

20. Teachers will attend grade level meetings to look at student skill-based performance.

1.

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).

- 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;
- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Students participate in the READ 180 literacy program, reduced student-teacher-ratation enabling small groups and individualized instruction based on assessed needs. Reading Immersion is scheduled for students in the morning and tutoring after school. Study Hall is provided during period 5. Saturday Academy is provided for Regents preparation and skill enhancement. Mathematics and Literacy skill enrichment is provided for students in the lowest 3 rd . Cooperative learning is emphasized in all classes where students work together as a team and share ideas.	Small group	Study hall is provided during the school day. Mathematics and Literacy skill enrichment is provided for students in the lowest 3 rd during PM school and during Saturday Academy.
Mathematics	Study Hall is provided during period 5. Saturday school is provided for Regents preparation and skill enhancement. PSAT and SAT preparation is provided for 9 th graders during period 9. Mathematics and Literacy skill enrichment is provided for students in the lowest 3 rd .	Small group	Study hall is provided during the school day. Mathematics and Literacy skill enrichment is provided for students in the lowest 3 rd during PM school and during Saturday Academy.
Science	Students that have been identified as Level 1 or Level 2 are programmed for a two year track where vocabulary development and reading are the skills that are emphasized during the first year. Study Hall is provided during period 5. Saturday Academy is offered for Regents preparation and skill enhancement. Pm school is also offered.	Small group	Study hall is provided during the school day.
Social Studies	Study Hall is provided during period 5. Saturday Academy is offered for Regents preparation and skill enhancement.	Small group	Study hall is provided during the school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Scheduling sessions with school based support team aimed at motivating students to attend classes and improve their performance in all classes. Scheduled appointments aimed at making sure every student is receiving health services</p>	<p>Small group; one-to-one</p>	<p>Service is provided during the school day</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers will be accepted based on interviews at Hiring Fairs. Teachers will be expected to provide two demonstration lessons.
New teachers will engage in orientation to the school and this include familiarizing teachers with curriculum, academic expectations, strategies for use in the classroom, use of data to drive instruction.
<ul style="list-style-type: none"> • New staff will receive special assistance from the CFN 611 Staff Developers. They will also receive assistance from Senior teachers that are called Middle Managers. On-going weekly study group sessions among departments and by grade levels. This will begin 9/08/13 to 06/11/14. • The expected outcome would be to familiarize new teachers with the school's academic expectations and culture. • Help teachers use strategies in the classroom and assist teachers in embracing school culture, and instructional programs.
Teachers will attend content area workshop, enhance technology skills and use of technology equipment. Develop a webpage to increase parent teacher involvement. Turn key information, learned to staff and student. Place instructional lessons across the curriculum.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Monthly, Network Principals' and Assistant Principals' Conferences
Targeted Differentiated Professional Development:
<ul style="list-style-type: none"> • Bi-monthly 45 minutes faculty conference/professional development • Study Groups • Summer (July and August) Professional Development

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
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 support classes for students who failed to earn credit during the 2012-2013 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.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

School uses a democratic process in making decisions. Teachers are allowed to decide the share feedback. Principal will then make informed decisions. Teachers are engaged in item analysis of major exams. This will allow teachers to make informed decisions regarding their instructional practices.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 504
School Name High School for Civil Rights		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Michael Steele	Assistant Principal Jean Etienne
Coach None	Coach type here
ESL Teacher Ms. Toni Lestontype here	Guidance Counselor Priscilla Thevenot
Teacher/Subject Area ELA	Parent
Teacher/Subject Area	Parent Coordinator Karen Moore
Related Service Provider Roydon Pellew	Other Roydon Clarke, Leslie Desvarie
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	366	Total number of ELLs	47	ELLs as share of total student population (%)	12.84%
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Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): 3
Dual language program	Yes <input type="checkbox"/>	No <input 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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 SWD. [?](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

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										3	7	6	6	22
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	1	0	1
Haitian										0	0	3	1	4
French										0	3	5	1	9
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										3	1	4	0	8
TOTAL	0	0	0	0	0	0	0	0	0	6	11	19	8	44

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										2	4	5	3	14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										1	5	5	2	13
Advanced (A)										0	2	9	3	14
Total	0	0	0	0	0	0	0	0	0	3	11	19	8	41

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

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 (SWD)					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 (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. During admission of new students, they are administered the HLIS in their language by Guidance Counselor, Parent Coordinator, 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, 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.

Our ELL population needs differentiated instruction to address their varied needs. Based on the NYSESLAT data the ELL population needs to be supported in writing and reading. Although none of the students has decreased in status, there are 5 students that showed a slight decrease in reading scores while nine showed slight decrease in writing scores. There is currently one student that is at the beginning stage. Careful analysis of data reveals that students need intervention in writing and reading. Therefore the focus of our school is writing and vocabulary development.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 1. The LAB-R reveals that students in the ESL program need differentiated instruction due to varied modalities. Based on the NYSESLAT data the ELL population needs to be supported in writing and reading. Although none of the students has decreased in status, there are 5 students that showed a slight decrease in reading scores while nine showed slight decrease in writing scores. There is currently one student that is at the beginning stage. Careful analysis of data reveals that students need intervention in writing and reading. Therefore the focus of our school is writing and vocabulary development.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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.

4. For each program, answer the following:
 - a. 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?

The patterns across proficiencies usually improve or remain the same. Careful analysis shows that there is an increase in total scores for all students but slight decrease in reading or writing in 5 or more students. Students performance in native language is more favorable than in English. Teachers meet at the grade level then by department to analyze the data resulted from the Periodic Assessments. This information is used to inform instruction. Teachers are required to understand the data on all ESL students and address their needs. The ELL population are experience difficulties when completing questions from the Periodic Assessments. The vocabulary

presents a challenge as it is a new experience for them therefore students a more comfortable when answering questions in their own language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers are trained to use research-based instruction that will allow students to learn in a more social environment. Students will participate more by cooperative learning. All students will be heard during a lesson. Therefore lesson planning is very important. teachers must plan lessons to address the varied needs of all students including ELL students. The school is learning that ELL's 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 ELL's, they provide peer tutoring.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: The success of the program for ELLs is evaluated by students performance on the NYSESLAT examination. How many of the students have changed status from Beginning to Advanced. How many of the ELLs graduate at the end of four years. 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 ELL's and integration of ELL's into the larger school community. We also look at parental involvement as a key indicator of the success of the program.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. Our program of freestanding ESL is fully aligned with parent choice. Our Licensed ESL teacher conducts the initial screening and administering the LAB-R.
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.

We have a two translators in addition to translation of documents in their native languages

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Letters are sent home through the postal system. The letters are translated in both English and Spanish

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

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.

. 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.

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 38 ELL students.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Students are tested by grade levels. The examination is administered as directed by the New York State Education Department.

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

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

1. Instruction is delivered via a freestanding ESL program by a New York state certified teacher. Our ESL teacher has a full class load, consisting of 10 sections of ESL, with some overlapping of sections by grade and language level. Our classes are heterogenous by grade and by language level. We use the departmentalized model where all teachers are aware of the need of the ELL population in their respective content areas.

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)?

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 ELL's, we provide further assistance as necessary per individual student.Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher provides content area support both individually and in collaboration with content area teachers. Many content area teachers provide bilingual word wall. 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. Our plan for newcomers encompasses 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. For ELL's receiving 4 to 6 years of service, we use a lot of collaboration with content area teachers, and utilize all Academic Intervention services necessary for the learners. For our long term ELL's, the ESL teacher and the content area teachers collaborate frequently. WE also involve other support staff as needed. Many of our long term ELL's have attendance issues, and some have an IEP. The guidance counselor, social worker, and school psychologist may need to be involved according to the individual needs of the student. Our faculty and staff collaborate to address the needs of ELL's with IEP'S. We work as a team to determine the best way to address the language needs of the students with IEP's.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In ordering New York State Exam, the administration ensures that the examination is orders in English and Native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Lesson plans should reflect that lessons are presented and evaluated in the four modalities as students learn in varies styles.
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELL's 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 ELL's 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. At this point, we may consider pairing up newly exited ELL's with a faculty member as mentor (in addition to ESL teacher) to further represent the population of language learners in the school at large and to accelerate academic preparedness. We are not anticipating discontinuing any programs/services. ELL's have access to all sports and clubs. The ESL teacher collaborates regularly with coaches and after-school teachers to make sure that access to information is provided in native language, and many times, students are provided a "buddy" form that particular club or team. all pertinent materials go home in the native language. 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. 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. Yes, required services are age and grade appropriate. We offer a parent information and orientation session during the summer to all parents, including parents of ELL's. 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 ELL's, 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.

7. 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?

All content area teachers use cooperative learning approach to ensure that all students are fully involved in the learning process. Students are required to discuss concepts with each other and discuss with the class. Technology is also infused into the lesson creating multiple entry point.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency 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.

We deliver 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 ELL's, we provide further assistance as necessary per individual student.

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

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.

Our plan for newcomers encompasses 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..

For ELL's receiving 4 to 6 years of service, we use a lot of collaboration with content area teachers, and utilize all Academic Intervention services necessary for the learners.

For our long term ELL's, the ESL teacher and the content area teachers collaborate frequently. We also involve other support staff as needed. Many of our long term ELL's have attendance issues, and some have an IEP. The guidance counselor, social

worker, and school psychologist may need to be involved according to the individual needs of the student. Our faculty and staff collaborate to address the needs of ELL's with IEP'S. We work as a team to determine the best way to address the language needs of the students with IEP's. Paste response to question here:

Courses Taught in Languages Other than English [i](#)

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:	ELA, FRENCH, SPANISH		
Math:	ELA, FRENCH, SPANISH		
Science:	ELA, FRENCH, SPANISH		

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	45 minutes per day	45 minutes per day	45 minutes per day

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

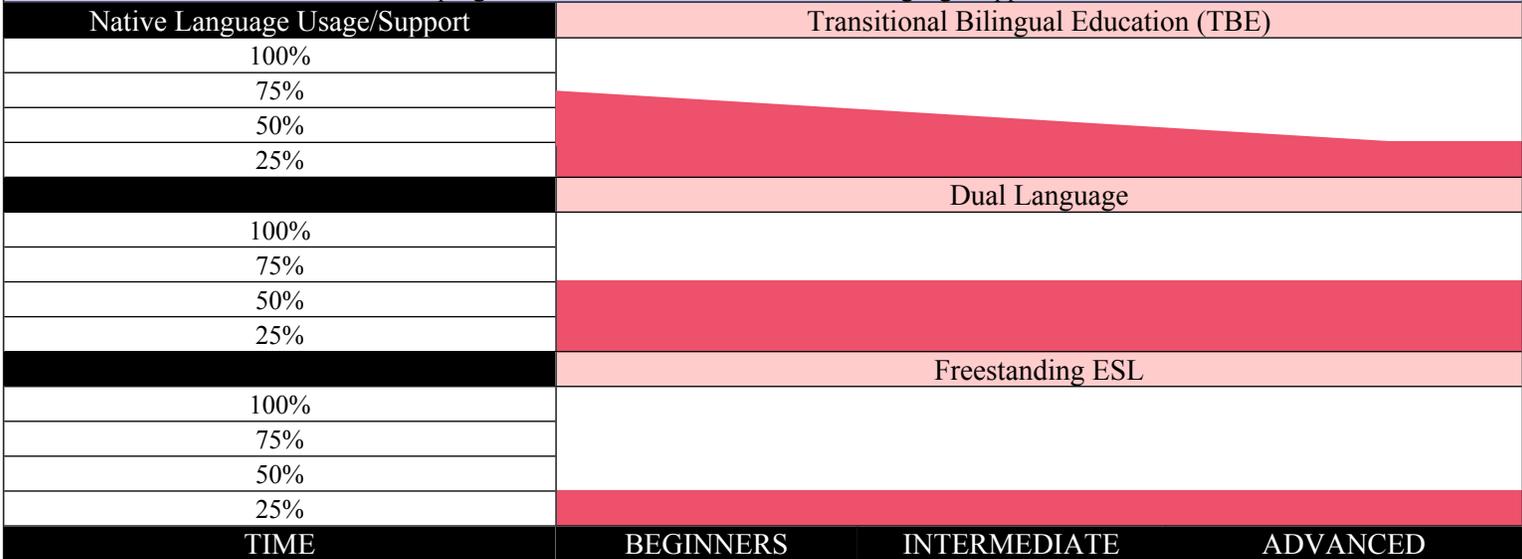
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

9. 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.
- Intervention programs are offered during 30 minutes before the beginning of the first period, Study Hall during the lunch period and during the ninth period. The targeted groups are based on analysis of scores on NYSESLAT exam. The focus is reading and writing in all content areas. The ESL teacher collaborate with content area teachers in their native languages.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- More than 80% of students in the ESL program have passed at least 5 classes out of 7.
11. What new programs or improvements will be considered for the upcoming school year?
- We will purchase more computers to better able to infuse technology in the classroom and allow students to have multiple entry points.
12. What programs/services for ELLs will be discontinued and why?
- No services will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL's have access to all sports and clubs. The ESL teacher collaborates regularly with coaches and after-school teachers to make sure that access to information is provided in native language, and many times, students are provided a "buddy" form that particular club or team. all pertinent materials go home in the native language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.,
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Yes, required services are age and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We offer a parent information and orientation session during the summer to all parents, including parents of ELL's. 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 ELL's, 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. The also serve to provide native language support during our peer tutoring time in lunch.
18. What language electives are offered to ELLs?
- At High School for Civil Rights, we offer Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 ELL's through the use of manipulative and experiments.

Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible for ELL's. 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 Children First Network Content Area Specialist for ELL instruction will support professional development opportunities for the Principal and Assistant Principal 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 ELL's, 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 2014, High School for Civil Rights will have been provided training/development for parent leaders in creating the school's CEP.

By June 2014, 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 ELL's 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: HIGH SCHOOL FOR CIVIL RIGHTS

School DBN: 19K504

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MICHAEL STEELE	Principal		1/1/01
JEAN ETIENNE	Assistant Principal		1/1/01
KAREN MOORE	Parent Coordinator		1/1/01
TONI LESTON	ESL Teacher		1/1/01
JOY ROGERS	Parent		1/1/01
PELLEW/MATH	Teacher/Subject Area		1/1/01
PINTRO/GLOBAL STUDIES	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
PRISCILLA THEVENOT	Guidance Counselor		1/1/01
ROBERTO HERNANDEZ	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: CFN **Network:** 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.

Careful analysis of the various ELL population present in school. All documentation being sent to parents are translated by the ESL teacher and guidance counselor. Information sent by school messenger is programmed to be translated to parents that speak a language other than English.

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.

Our translation needs are satisfied for Spanish and French. We need to develop more resources for our students that are native of Africa especially those that speak Fulani and Edu..

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.

Written translational service is provided in-house by school staff. This service is provided by the ESL teacher and bilingual guidance counselor.

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 is provided in-house by school staff. This service is provided by the ESL teacher and bilingual guidance counselor.

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>.

Translation and Interpretation regarding parental notification of critical communication will be in a timely manner. All communication with parents will be translated based on the translational needs 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		