



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE SCHOOL FOR HUMAN RIGHTS  
**DBN (i.e. 01M001):** 17K531  
**Principal:** MR. MICHAEL A. ALEXANDER  
**Principal Email:** MALEXAN@SCHOOLS.NYC.GOV  
**Superintendent:** KAREN WATTS  
**Network Leader:** ROBERT HERNANDEZ

## School Leadership Team (SLT) Signature Page

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

### **Directions:**

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\*.

1. 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\*\*.
2. Add rows as needed to ensure that all SLT members are listed.
3. 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.
4. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
MICHAEL A. ALEXANDER	*Principal or Designee	
GAIL MURRAY	*UFT Chapter Leader or Designee	
YOLAND MOORE	*PA/PTA President or Designated Co-President	
JACQUE CUMMINGS	DC 37 Representative, if applicable	
Nareba Wilson Shyann Holder	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Simone Ramlakhan	Member/ Parent	
Olive O. Cosbert	Member/ Parent	
Hazel Henry	Member/ Teacher	
Carmen King	Member/ Parent	
Jacqueline Dufont	Member/ Teacher	
Deslie Alexander-Smith	Member/ Teacher	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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, improvement in performance in NYS Math Assessments of all Middle School students increase by 5% of level 1 students to level 2.*

### Comprehensive Needs Assessment

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

*Based on NYS Math results, over 90% of our students scored levels 1 and 2 (all students).*

### 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

- Initial assessment using Instructional Targeted Assessment based on findings, teachers will target student's need e.g., use graphs and equations to model real world situations, model word problems by applying them to real world situations. Use group projects, presentations, test and quizzes. Students must use textual clues to argue their positions and prove their points. Use of software programs; (MY ACCESS) as well as direct teacher instruction, teacher will continually analyze students' work based on instructional strategies every six weeks and make the necessary adjustments.*
- Students at risk and also of high academic needs will have the opportunity to participate in A.M. school (three times per week), Lunch Time Tutorials, P.M. school (three times per week) and Saturday Academy.*

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

*1. Inquiry Team/Teacher teams will meet regularly (through the designated Common Planning Time) once weekly to engage in Inquiry Work and analyze Student Portfolios.*

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

*1. Six week assessments. Teacher teams will meet regularly (through the designated Common Planning Time) once weekly to engage in Inquiry Work and analyze Student Portfolios.*

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

*September 2013 – June 2014.*

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

*1. Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor student's progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs. This will be done in department meetings after school and also during Inquiry meeting on Thursday mornings.*

### 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).

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.*
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.*
- Strengthen parent knowledge of the education process at The School for Human Rights.*
- Provide parents opportunities to engage in reviewing the sampling work of their children.*
- Parents are able to support students with homework projects and College and Career readiness.*
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.*
- Parents will be trained on how to use ARIS parent link to access and monitor their children's academic progress.*

### Budget and Resource Alignment

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

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							
<ul style="list-style-type: none"> <li>Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.</li> <li>As part of the Title 1 program, all students are entitled to receive free breakfast daily. This allows them to be well-nourished and thus prepared to study for the school day.</li> <li>Title 1 funds will be used to fund PM school tutorials.</li> <li>SI funds will be used to support our Saturday Academy which will focus on building numeracy skills with intention of improving performance on the State math results in 2014.</li> </ul>							

### 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 – improvement in performance of our 9<sup>th</sup> grade students in Math (Algebra) unit course exams by 5%.*

#### **Comprehensive Needs Assessment**

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

*According to our STARS, June 2013 report, 77% of our 10<sup>th</sup> grade students passed Algebra; therefore we would like to raise the passing rate to 82%.*

#### **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.

#### **Strategies/activities that encompass the needs of identified subgroups**

- Students at risk and also of high academic needs will have the opportunity to participate in A.M. school (three times per week), Lunch Time Tutorials, and P.M. school (three times per week).*
- High need students will have the opportunity to participate in A.M. school, (three times a week), Lunch Time Tutorials, and P.M. school (three times a week).*
- A.M. and P.M. school will be offered utilizing the funds from contracts for excellence.*

#### **Key personnel and other resources used to implement each strategy/activity**

- Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios.*
- Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor students' progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs.*

#### **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios. Every six week at the end of the marking period.*

#### **Timeline for implementation and completion including start and end dates**

- September 2013 – June 2014.*

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

- The school will offer monthly workshops in support of the above topics noted in Goal 1.*
- Department and grade team meetings will be held monthly in support of this goal.*
- Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development in the form of one on one support from CFN 611 with frequent feedback aimed at the development of requisite skills.*
- Professional Development at the school level and also at the CFN monthly conferences for teachers to become highly qualified. (Monthly)*

#### **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).

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.*
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide*

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

- Strengthen parent knowledge of the education process at The School for Human Rights.
- Provide parents opportunities to engage in reviewing the sampling work of their children.
- Parents are able to support students with homework projects and College & Career readiness.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Parents will be trained on how to use ARIS parent link to access and monitor their children's academic progress.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> <li>• Title 1 funds will be used to fund PM school tutorials.</li> <li>• ESI funds will be used to support our Saturday Academy which will focus on building numeracy skills with intention of improving performance in unit exams in 2014.</li> </ul>											

### **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.
<i>By June 2014 – improvement in the performance in US History Regents of our High School students passing rate by 5%.</i>

#### **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.
<i>According to the New York City Regents report summary, 75% of our students passed the US History Regents in June 2013. The goal is to increase by 5% to 80%</i>

#### **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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ul style="list-style-type: none"> <li>• <i>High need student will have the opportunity to participate in A.M. school, Lunch Time Tutorials, and P.M. school, from September 2012 – June 2013.</i></li> </ul>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<ul style="list-style-type: none"> <li>• <i>Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios weekly throughout for the year.</i></li> </ul>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. <i>Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor student progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs. (every six weeks)</i></li> </ol>
<b>4. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. <i>September 2013 – June 2014</i></li> </ol>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ul style="list-style-type: none"> <li>• <i>Regents review classes added to regular program (AIS classes daily).</i></li> <li>• <i>Inquiry Teams will continually work to identify weak skill sets in US History through on-going targeted assessment.</i></li> <li>• <i>Infuse the use of technology in classes to all students to develop their understanding of DBQ's and essay writing skills.</i></li> </ul>

#### **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).
<ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Strengthen parent knowledge of the education process at The School for Human Rights.
- Provide parents opportunities to engage in reviewing the sampling work of their children.
- Parents are able to support students with homework projects and College & Career readiness.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Parents will be trained on how to use ARIS parent link to access and monitor their children's academic progress.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> <li>• ESI funds will be used to support our Saturday Academy which will focus on building literacy skills with intention of improving performance on the Regents results in 2014.</li> <li>• Title 1 funds will be used for reduced class sizes, and after school program.</li> </ul>											

### **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.
<i>By June 2014, 100% of teachers will be trained in competencies relevant to teachers' developmental needs that most support implementation of Danielson's Framework for teachers and Common Core Standards with a focus on using questioning and discussion techniques. (3b)</i>

#### **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.
<i>Due to the implementation of the new Core Curriculum Learning Standards, plus a review of 2011-2012 Inquiry work found gaps in current curriculum maps as required by Common Core Learning Standards. It is therefore imperative that all teachers develop curriculum maps that are aligned to the Common Core Sate Standards. Based on classroom observations the administration has determined that there is a need for a greater focus on questioning and discussion techniques.</i>

#### **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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ul style="list-style-type: none"> <li>• Department and grade team meetings will be held monthly in support of this goal.</li> </ul>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<i>Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development in the form of one on one support from CFN 611 with frequent feedback aimed at the development of requisite skills.</i>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<i>Professional Development at the school level and also at the CFN monthly conferences for teachers to become highly qualified. (Monthly)</i>
<b>4. Timeline for implementation and completion including start and end dates</b>
<ul style="list-style-type: none"> <li>• By October 2013, a Teacher Team will be constituted to start the process of writing curriculum maps for all core subjects in the 6<sup>th</sup> and 9<sup>th</sup> grades.</li> <li>• By March 2014, Teachers will produce drafts curriculum maps for every Core subject area in the 6<sup>th</sup> and 9<sup>th</sup> grades. All curriculum maps must be aligned with the Common Core Curriculum State Standards with a focus on using questioning and discussion techniques (3b).</li> </ul>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<i>1. Professional Development to focus on using questioning and discussion techniques, per session using Title 1 funds to pay for professional development after school.</i>

#### **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).

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Strengthen parent knowledge of the education process at The School for Human Rights.
- Provide parents opportunities to engage in reviewing the sampling work of their children.
- Parents are able to support students with homework projects and College & Career readiness.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Parents will be trained on how to use ARIS parent link to access and monitor their children's academic progress.

**Budget and Resource Alignment**

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

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

*Title 1 funds will be used to provide funding for teachers Professional Development after school.*

**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.

**1. Strategies/activities that encompass the needs of identified subgroups**

1.

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

3.

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

1.

**5. Timeline for implementation and completion including start and end dates**

1.

**6. 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.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Extended/Additional class periods to allow for instruction and AIS within workshop model format</li> <li>• Daily independent reading time with the expectation that each child reads at least 25 books all year</li> <li>• Zero Period decoding classes for students requiring additional resources</li> <li>• Push-in SETSS provider</li> <li>• Collaborative Team Teaching in inclusion classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group tutorial</li> <li>• One-to-one tutoring</li> <li>• After school homework help; Push-in tutoring provided by Brooklyn College, and FYI for youth initiative (SBO)</li> </ul>	<ul style="list-style-type: none"> <li>• Zero period before school</li> <li>• PM school and Saturday School</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Zero period Math enrichment class – 3 times per week</li> <li>• Extended class periods to all for instruction and AIS within workshop model format</li> </ul>	<ul style="list-style-type: none"> <li>• Small group tutorial</li> <li>• One to one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• One hour after school Math enrichment class with Impact Math Coaching – 4 times per week</li> <li>• P.M. school four (4) times per week Regents Preparation</li> <li>• Saturday school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Zero period Science class – 3 times per week</li> <li>• One hour after school Science enrichment class with Impact Science Coaching – 4 times per week</li> <li>• Extended class periods to all for instruction and AIS within workshop model format</li> </ul>	<ul style="list-style-type: none"> <li>• Small group tutorial</li> <li>• One to one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• P.M. school four (4) times per week Regents Preparation</li> <li>• Saturday school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Zero period Social Studies class – 3 times per week</li> <li>• One hour after school Math enrichment class with Impact Math Coaching – 4 times per week</li> </ul>	<p>Small group.</p> <p>One to one tutorial</p>	<ul style="list-style-type: none"> <li>• P.M. school four (4) times per week Regents Preparation</li> <li>• Saturday school</li> </ul>

	<ul style="list-style-type: none"> <li>• Extended class periods to all for instruction and AIS within workshop model format</li> </ul>		
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<ul style="list-style-type: none"> <li>• Pupil Personnel Team, provide individual and group counseling with school social worker and Guidance Counselors</li> <li>• Individual/family counseling</li> <li>•</li> <li>• Conflict resolution and peer mediation training</li> <li>• CSE referrals</li> <li>• Employment counseling</li> <li>• School attendance/dropout prevention not available because there is no permanently assigned Psychologist at the Campus.</li> <li>• Social Worker and Guidance Counselors conduct one to one counseling and also group counseling on topics such as – relationships abuse, academic counseling, STD's, gang violence, conflict resolution, anger management, school attendance/dropout prevention.</li> <li>• Teenage sexual harassment</li> <li>• Teenage relationship abuse counseling'</li> <li>• Counseling on STD</li> <li>• Workshops on bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly peer mentoring program</li> <li>• Small group counseling</li> <li>• Classroom presentation</li> <li>• One to one counseling</li> </ul>	<p>On-going throughout -during the school day.</p>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

A. 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 *TAS 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
All teachers are highly qualified, however, they are still provided with Professional Development by the school and CFN #611, to meet the Danielson Framework and Core Curriculum Learning Standards expectations.

**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).
Professional Development on Danielson Framework for teachers and also Common Core Learning Standards.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Student in temporary housing are provided financial assistance, e.g., books, uniforms, breakfast and lunch to enable them to come to school prepared to learn.

**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.
Teacher Leaders participate in Cabinet meetings and contribute to the selection of appropriate assessments.

**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.

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**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, (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 1<sup>st</sup> 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 and on Saturdays, 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 1<sup>st</sup> 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 <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>531</b>
School Name <b>The School for Human Rights</b>		

### 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 <b>Michael A. Alexander</b>	Assistant Principal <b>Denise Jennings</b>
Coach	Coach
ESL Teacher <b>Philip Naraine</b>	Guidance Counselor <b>Tiffany Rios</b>
Teacher/Subject Area <b>Patricia Cummings / ELA</b>	Parent <b>Yoland Moore</b>
Teacher/Subject Area <b>Hazel Henry / Math</b>	Parent Coordinator <b>Jacqueline Cummings</b>
Related Service Provider <b>Peter Becker</b>	Other <b>Stepania Kreppin / Social Work</b>
Network Leader(Only if working with the LAP team)	Other <b>Kamilah Akloff/Sp Ser/Bil. Ex</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>419</b>	Total number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>5.49%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	6

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)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11	0	1	6	0	0	6	0	3	23
Total	11	0	1	6	0	0	6	0	3	23

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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	1	2	2	2			10
Chinese														0
Russian														0
Bengali														0
Urdu										1			1	2
Arabic														0
Haitian								1		1		5	3	10
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													0	0
<b>TOTAL</b>	0	0	0	0	0	0	3	2	2	4	2	5	5	23

## 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)													1	1

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	2	1	2		3	1	10
Advanced (A)							2		1	2	2	2	3	12
Total	0	0	0	0	0	0	3	2	2	4	2	5	5	23

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	2	1			3
7	2				2
8	2				2
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	3								3
7	2								2
8	1		1						2
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			1		1				2
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	5		3	
Integrated Algebra	8		4	
Geometry				
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	2		2	
Earth Science	2		2	
Living Environment	7		1	
Physics				
Global History and Geography	6		1	
US History and Government	5		1	
Foreign Language				
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.

We use the results of the LAB-R and the NYSESLAT to assess the early literacy skills of our ELLs. Middle school students are at the Intermediate (4) and Advanced (3) levels based on the 2013 NYSESLAT report. We find that the weakest modality lies in Writing. Special attention is paid to writing in their classes (both ESL and ELA). Because of our small ELLs population in the Middle School (6<sup>th</sup> - 3, 7<sup>th</sup> - 2 and 8<sup>th</sup> - 2) no other assessment tool is used. However, in the general ELA population, we plan to use the Fountas and Pinnel reading program to assessment the students' reading levels during the 2013-14 school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Evaluation of the ELLs' language ability is done first with the LAB-R for new entrants and later through the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2013, the ESL students are at the intermediate and advanced levels. One new student who is now in the 12<sup>th</sup> grade has be designated a Beginner based on her LAB-R result and the NYSESLAT. We also noted that the ELLs are weakest in the listening and writing modalities while their greatest strength is in reading and speaking. Although their reading skill is generally good, there is room for improvement. These results have implications for instruction as they provide data on the modalities where emphasis is needed and where diligent one-on-one and small group tutoring is required.

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](#))

The RNMR report is not available this year.

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?

a. As we have very few ELL students scattered from Grade 6 to Grade 12, it is difficult to see a correlation between grades and proficiency level. In addition, no student takes the exam in their native language although we do order exams in Spanish and Haitian Creole if the students request them to use as reference. We noted that students generally find exams in Haitian Creole barely understandable (in other words, they cannot read the language easily). The exams in Spanish are somewhat helpful although our students are not very fluent Spanish readers.

b. ELLs Periodic Assessment point out areas of weakness that should be emphasized for correction. These results provide school leadership and teachers with data for analysis and conversation around how to improve results, what is being done that works and what can be tried. The results also supply areas of concern for in-house professional development activities.

c. The results from the various periodic assessments show how the ELLs are doing as a group and as individuals. These results strongly suggest to us that the students struggle with reading texts that are not within their cultural consciousness and that have difficult figurative language. This gives us an idea of the level of texts to which ELLs need to be exposed. These assessments also help us monitor student progress so we can set goals for each students to improve their performance. The results are also used to review students' progress during parent-teacher conferences and so help get families engaged in achieving these goals.

Results from periodic assessments show a need for rigorous instruction in reading and writing in the target 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](#).)

Not applicable as we do not have K-5 classes.

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

Competency in English is necessary for instruction in the content area. To this end, we have instituted a number of practices. These include:

- more collaborative planning between the ESL and ELA teachers
- regular conferencing between content area teachers and the ESL teacher on weaknesses of ELLs and strategies for dealing with them, e.g. how to simplify challenging material and concepts to facilitate comprehension,
- increased use of glossaries in the content areas to help improve comprehension,
- conferencing with ELLs in and out of the classroom on problems and possible solutions,
- regular assessment, both formal and informal, and through running records,
- use of a variety of high-interest texts, vocabulary workshops, and challenging reading passages as well as guided writing exercises to improve comprehension,
- use of material to familiarize ELLs with the state assessment formats, e.g. Empire State NYSESLAT and past Regents exam papers.
- Academic Intervention Service through after-school classes and Saturday Academy for remediation and enrichment in both Math and ELA.

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?

There is no dual language program in this school.

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

We evaluate the success of our ESL program from data collected from various assessments throughout the year. These assessments include classroom tests and quizzes in the different subject areas along with classroom portfolios and from the NYSESLAT scores. In the 2013 NYSESLAT, 1 student achieved a Proficiency, 3 moved from Beginners to Intermediate and 6 moved from Intermediate to Advanced. Four students remained at the Advanced level while 3 remained at the Intermediate level. Unfortunately, there was some regression, with 4 students returning to the Intermediate level from Advance. We look at movement across the four skills as well as at the various proficiency levels. Results from the periodic assessments during the year also provide us with a good indicator of how well we are doing with our ELLs. Credit accumulation and Regents passing rates (see pp. 5 & 6 above) as well as graduation rates among our ELLs are also helpful when we consider this question. We also consider attendance and participation in co-curricular and extra-curricular activities as they indicate that ELLs are building confidence in their ability to interact in the wider society. We offer clubs like chess, dance, chochet, sewing, music and newspaper journalism, as well programs like internship at the Downstate Medical Center, Big Brother/Big Sister for middle schoolers, Build-on, Global Kids, FYI and CORO Leadership.

## 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 part of the admission process, all parents complete a Home Language Identification Survey (HLIS). There is also an informal oral interview carried out by a pedagogue with the parents to clarify points on the survey. For a parent who speaks little or no English, this interview is done by a teacher or para-professional who speaks the parent's native language (French, Haitian Creole or Spanish). This interview is supervised by the ESL teacher (certified and with an MSc in TESOL). If the HLIS indicates that the student speaks little or no English and that the student's native language is used for communication in the home setting, the LAB-R is administered as early as possible, but no later than 10 days after admission, and the student is programmed in an ESL class. This exam is administered by the ESL teacher. For Spanish speaking ELLs whose LAB-R score falls below the cut score level, the Spanish LAB-R is administered. A letter is sent to the parent informing of the child's ESL identification and enrolment in the relevant program. We also regularly check the LAB-R eligibility report on the RLER job on ATS. This ATS job keeps us informed of any student who should take the LAB-R.

The Pupil Accounting Secretary informs the ESL teacher if there is a possible ELL being registered. The ESL teacher is ultimately responsible for the administration of the Home Language Identification Survey. The survey in the parent's native language is used if necessary. Also, if needed, help with interpretation of the student/parent's native language is done by a teacher or para-professional who speaks the language. When there is an indication that a student uses a language other than English and that communication at home and in the community is conducted in the native language, an informal interview with the parent and student is carried out to begin the process of deciding on an appropriate program for the ELL. This interview is mainly concerned with when and how the native language is used and if the child has any knowledge of English

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.

After a review of the HLIS and the interview with parent and student is done, the ESL teacher determines whether the new student will require language services. If so, the parent is informed about the steps that will follow, i. e. that the child will take the LAB-R to find out their language needs and level of proficiency in English. We explain the program choices and show the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE. This brochure is available in nine native languages. The difference among the three options open to parents (Native Language Arts, Transitional Bilingual and Free Standing ESL) is carefully explained, through an interpreter is necessary and by way of the video that explains the three possible programs available to the student. The parent is advised to choose a program which they think is best suited to their child's needs. We also tell parents that they have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents, in their native language, where possible. Therefore, the final decision on the program the student follows depends on parental choice. The parent's choice form is stored in the student's record folder in the main office.

Parents are also informed that if the number of requests for a bilingual program meets the minimum number required, such a program will be started and that they will be contacted by phone and in writing to have their children attend.

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 [\[see tool kit\]](#).)

At the time of registration, all parents complete the Home Language Identification Survey to determine if their child is an English Language Learner. When a determination is made that the child is an ELL, and after an orientation with the parent (done with the video in the native language, is necessary) the three programs are explained along with the fact that we can only offer an ESL. If the child can better be served by a Transitional Bilingual Education Program or a Dual Language Program, the parent is advised to seek a school that could provide these services. A copy of the HLIS and entitlement letters that were sent to parents, are filed

away in the students' folders.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After the student has taken the LAB-R and it has been scored, a letter, in the appropriate language, is sent to parents informing them of the results and the placement options (TBE, Dual Language and ESL). This is in addition to the explanation of the three choices that was given to parents during the initial interview. We remind parents that we can only offer an ESL class to the student. If, after consultation, the parent believes that the child can best be served by the TBE or Dual Language program, we offer advice on possible schools that may be suitable for the student. We also provide a letter to the Placement Office on the parent's choice and our recommendation. We have found that parents as a general rule choose to have their children stay at this school and enroll in our ESL program.

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.

All students identified as ELLs through the HLIS and the LAB-R are evaluated on an annual basis through the New York State English as a Second Language Achievement Test (NYSESLAT). We consult the RLER on ATS to ensure that all students eligible to take the NYSESLAT do so. This exam is one way we monitor their progress in listening, speaking, reading and writing the English Language. Students are grouped by their grade bands for the purpose of the examination. They are reminded of the exam and the dates when they will be take each section. A teacher who has been trained by the ESL teacher on the administration of the speaking modality administers this part of the test over a period of time and on a one-on-one basis with each ELL. The other sections of the exam are completed on predetermined dates and are proctored by a teacher who has been trained to do so by the ESL teacher.

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. 

We cannot describe trends in program choices requested by parents as we only offer one program (ESL). If, as determined by the HLIS and the LAB-R results, the ELL will be better served by another program, the parents are encouraged to seek a school with an appropriate program through the placement office. However, we do serve a number of Haitians and this may explain why parents of new Haitians choose to stay with us in the ESL program. In the 2012-13 school year, the LAB-R was administered to 2 new Haitian high school students, both of whom were classified as Beginners, one in 10<sup>th</sup> Grade and the other in 11<sup>th</sup> Grade. Their parents chose to allow these students to stay at this school in the ESL program. In the current school year (2013-14) the RLAT job in ATS showed that one student was eligible to take the LAB-R although her HLIS suggested otherwise. The LAB-R was administered and the results classified the student as proficient in English (score of 66 in the 9<sup>th</sup> Grade band) which is higher than cut score for advanced (26-51). There was obviously no need for her parent to make a 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])?

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

The number of ELL students is relatively small (23 students ranging from Grade 6 to Grade 12). We have adopted the Inclusion model with collaborative team teaching and/or push-in of ESL and SETSS teachers in the majority of our classrooms, and have capped class size at around 30 students, and where possible have reduced that number even further. Currently four of our staff are fluent in Spanish, with five staff members fluent in Haitian Creole and French. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of, and communication with, the families of these students. All ESL classes are of the Push In/Pull Out model and instruction is provided by the certified ESL teacher.

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)?

ESL classes are done using a Push-in/Pull-out model, along with an ungraded zero period of all ESL students from Monday to Friday. The ELLs are also programmed in CTT classes where they are offered extra help. Content area teachers (History, Social Studies, the Sciences, Mathematics and ELA) are thus supported in the instruction of our ELLs. Bilingual para-professionals are also on hand with the ESL teacher to offer individual help in the classroom. This is the best organization we can offer as we have a heterogeneous group of 23 students from Grade 6 (3), Grade 7 (2), Grade 8 (2), Grade 9 (4), Grade 10 (2), Grade 11 (5) and Grade 12 (5). Lunch-time tutoring and well as after-school classes are also offered, especially in reading. Help with homework is done during the after-school classes.

ELLs receive the mandated number of minutes as stated in the New York Chancellor's Regulations Part 154, in the following way:

- (a) Beginners: 5 days x 45 minutes = 225 minutes
  - : lunch period tutoring - average of 4 days x 40 minutes = 160 minutes
  - : after-school tutoring - average of 4 days x 40 minutes = 160 minutes
  - : additional minutes averaging 40 minutes per students in push-in/pull out activities.
  - TOTAL: average of 585 minutes
- (b) Intermediate: 5 days x 45 minutes = 225 minutes
  - : lunch period & after-school tutoring - average of 3 days x 40 minutes = 120 minutes
  - : additional time averaging 40 minutes per student in push-in/pull-out activities.
  - TOTAL: average of 380 minutes
- (c) Advance: ESL period - 4 days x 45 minutes = 180 minutes  
 ELA classes - 5 days x 45 minutes - 225 minutes

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.

Our ELLs' skill levels are determined from the LAB-R and NYSESLAT results, as well as from assessments done at regular intervals. Content area teachers also provide their assessments of students' needs. As most of these needs are in the analysis of more complex reading texts, intervention in this skill includes strategies like scaffolding, role-play, buddy reading, predicting, use of graphic organizers to assist comprehension, think-pair-share. Such activities are intended to make content as understandable as possible and to promote language development. In content area classes, bilingual paraprofessionals provide native language support where needed while the ESL teacher provides this support during lunch and after-school tutoring periods.

Four of our ESL students receive special education services in accordance with the requirements of their IEPs. These students are also pulled-out daily for resource room activities. Content area teachers are also provided with copies of their IEPs so that they may become familiar with the special needs of those students who are programmed in their classrooms.

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

There is no evaluation of our ELLs in their native language. Our program is ESL and while the native language is used as appropriate especially with beginners, there is no attempt to teach them their native language, except in general high school Spanish classes. The only evaluation of ELLs in their native language is the Spanish LAB-R which is administered to those Spanish-speaking ELLs whose LAB-R scores fall below the cut score. We have not had to administer this exam during the last academic year (2012-13) and as yet for this year (2013-14). In addition, ELLs are informed that they are entitled to a translation version of the state exams (except English) and they can request them if they like.

### 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At the end of each marking period, ELL students are tested using model NYSESLAT exams from the series Empire State NYSESLAT (Grade 6, 7, 8, 9-12) along with accompanying CD to practice and evaluate the four modalities.

### 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).

a) ELLs who are SIFEs receive daily instruction in ESL and ELA. In their content area classrooms, they are monitored by the ESL teacher who pushes-in, and by native language speaking teachers and paraprofessional who provide translation/interpretation help when needed. They are also offered extended day tutoring and attendance at our Saturday Academy. They are paired with a buddy, especially in their early days, to help with comprehension.

#### b) ELLs in US school under 3 years (Newcomers)

- Buddy system by which the weaker (newer) students are paired with more proficient students to orient and offer assistance to the newcomer.

- Home-school communication (parents fill out the form on the language they would prefer oral and written communication between them and the school).

- Encouragement to attend tutoring sessions during the lunch period and after school.

- Small group academic intervention where needed, especially in the content areas.

- Programming into CTT content classes where they could receive better attention, including help from bilingual paraprofessionals.

#### c & d) ELLs receiving services 4 - 6 years and Long Term ELLs (over 6 years)

- Rigorous program of instruction and tutoring in the content areas.

- Regular tutoring program for those taking Regents examinations., including during Saturday Academy.

- Emphasis in improving the reading and writing modalities.

- Close monitoring of results and reports in periodic assessments (Math and ELA) to identify areas of weakness in order to differentiate instruction where needed.

e) Former ELLs who have been evaluated as proficient continue to receive extended time in all State exams and periodic assessments for two years. They continue to have access to glossaries and ESL dictionaries for use during exams.

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?

Four of our ESL students are designated as ELL-SWDs and they receive services in accordance with the requirements of their IEPs. Content area teachers are also provided with copies of their IEPs so that they may become familiar with the special needs of those students who are programmed in their classrooms. There is close collaboration between the ESL teacher and the special needs coordinator on accommodations for the students as well as areas of strengths and weaknesses. We monitor students with IEP to follow their progress through periodic assessments during the year to identify and work to strengthen their areas of weakness. We also offer tutoring services after school and during the lunch period. ELL-SWDs are pulled-out for individual help from the ESL teacher and bilingual paraprofessional, if the need arises. We also encourage peer tutoring, especially in Math and Reading comprehension.

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?

We provide our four ELL-SWDs with a content-based push-in program taught in general education classes with assistance from assigned para-professionals. If the content area teacher should identify a weakness that requires special attention, the ELL is pulled-out for individual attention. Scheduling therefore takes into account the services the student is receiving, e.g. resource room, assigned para-professional) and so add to scheduling flexibility.

**Courses Taught in Languages Other than English ⓘ**

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

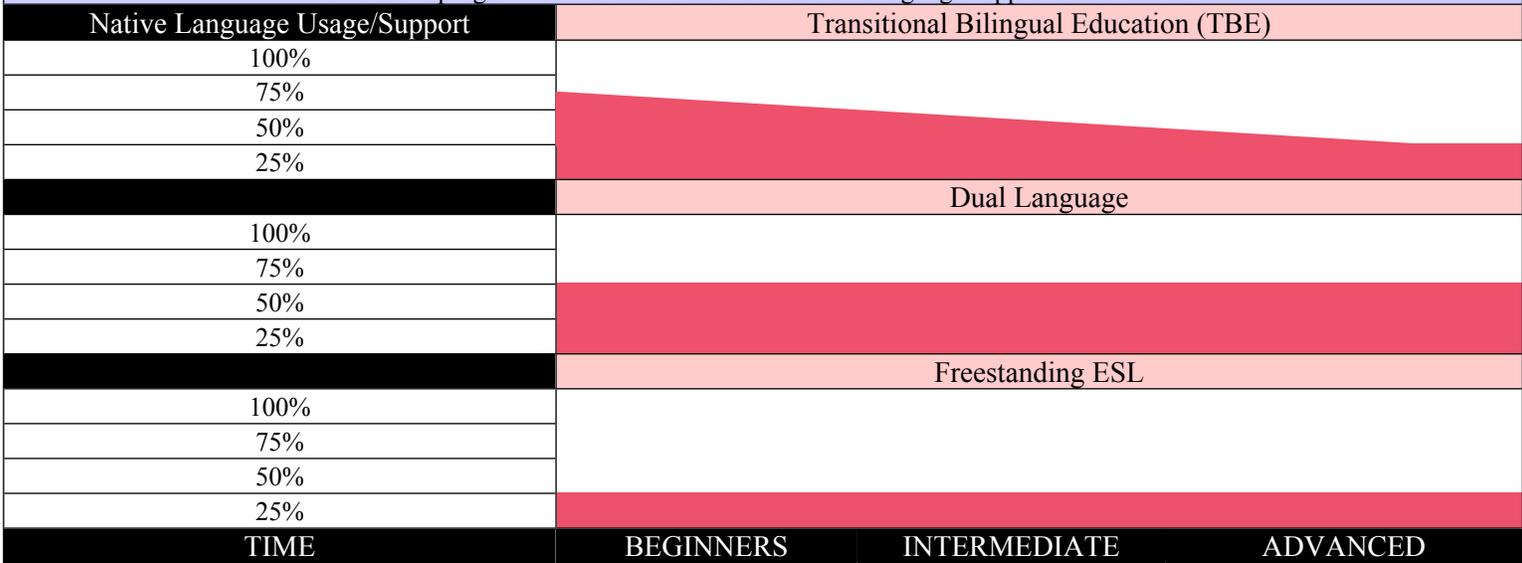
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.

All content area teachers are properly licensed and are able to adequately deliver the necessary instruction. For those ELLs whose English is limited and for whom instruction in English may be difficult to understand, help is offered by the ESL teacher who pushes in and through a bilingual para-professional in the classroom. Separate one-on-one tutoring time during the lunch period, zero period and after school is scheduled for them. After school tutoring is generally used to help ELLs with their homework.

Also, data derived from periodic assessments in ELA and Math provide the basis for targeting ELLs' weak areas for special emphasis in tutoring. When necessary, content area teachers are encouraged to participate in professional development that focus on instructional strategies for ELLs. Special attention is paid to helping ELLs acquire and negotiate mathematical academic language to help make understanding and solving word problems easier. This involves math vocabulary exercises through the use of word walls, use of flash card, vocabulary index cards, and the compilation of glossaries and mini-dictionaries. Similar vocabulary exercises along with content-area reading exercises are part of the ELLs' Science and Social Studies classes.

ELLs are also taught to make proper use of ESL dictionaries and glossaries in the classroom and in examinations. Students taking Regents exams are encouraged to access on-line help through the use of the website "regentsprep.org" and "khanacademy.org" which offers on-line tutoring as well as past Regents exam papers for practice purposes.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The results of the NYSESLAT 2013 indicate that our current program has been effective for the majority of students. A comparison of the results from 2012 and 2013 shows that there have been some upward movement. For example, there is movement from Beginners to Intermediate (2), and from Intermediate to Advanced (7). Even where students remained at the same level, there is evidence of upward movement in total scores in modalities.

The results of the New York State middle school exams in Math and English show a different picture. Our ELLs performed at about the same level as other students in their cohort. Of the seven students who took the ELA exam, 6 gained level 1 while the other got a level 2. Math was the same with 6 students at level 1 and 1 students at level 2. At the 8<sup>th</sup> grade Science exam, one student got a level 2 and one a level 3. The problem seems to be a deficiency in overall reading comprehension, as borne out by the NYSESLAT 2013 result. The implication here is that there is need for rigorous instruction in reading and writing of the target language. There will be:

- more collaborative planning between the ESL and ELA teachers
- regular conferencing between content area teachers and the ESL teacher on weaknesses of ELLs and strategies for dealing with them, e.g. how to simplify challenging material and concepts to increase comprehension,
- increased use of glossaries in the content areas to help improve comprehension,
- conferencing with ELLs in and out of the classroom on problems and possible solutions,
- regular assessment, both formal and informal, and through running records,
- use of a variety of high-interest texts, vocabulary workshops, and challenging reading passages to improve comprehension as well as free and guided writing exercises,
- use of material to familiarize ELLs with the state assessment formats, e.g. Empire State NYSESLAT and past exam papers.
- Academic Intervention Service through Saturday Academy for remediation and enrichment in both Math and ELA.

At the high school level, the results at the Regents examinations seem more positive. No exam was taken in the ELLs' native languages. This expresses the confidence they had in their English proficiency to take the exams. An examination of the results for the New York State Regents Exam shows a positive trend both in ELA and Math. Results in the content area examinations are also encouraging although in subjects that require much reading and writing and detailed analysis, such as Global Studies and US History, ELLs seem to struggle. This show that there is need for interventions and practice in these areas.

11. What new programs or improvements will be considered for the upcoming school year?

In the general ELA population in the Middle School, the plan is use the Fountas and Pinnel reading program to assessment the students' reading levels during the 2013-14 school year. This will include Middle School ELLs and will be an important tool for assessing their reading competence.

12. What programs/services for ELLs will be discontinued and why?

There is no plan to change or discontinue any of the present programs and services offered to our ELLs during the year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

As much as possible, with the resources we have, we do offer support services that correspond to the age and grade level of the ELLs. There are extended classroom time and after-school programs for language enrichment and Math practice. They have access to all programs offered by the school and at the campus-wide level. We involve parents by informing them of such activities by way of letters or by phone calls of what our ELLs are required to do.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELLs have access to a library with a wide range of book in English, Spanish and French. We also use NYSESLAT preparation texts, bilingual dictionaries and glossaries in a variety of school subjects. Every classroom is equiped with computers and at least one printers. Therefore our ELLs have access to electronic media for research and preparation of typed assignments. In addition, our classrooms all have Smart Boards installed, which enhances interest and comprehension through the use of more visuals. The school also has two laptop carts which teachers can schedule for use. There is also a MACLAB which is used to teach research skills to our ELLs.

These facilities are regularly used by content area teachers in in Social Studies, Science, Math and English.

The following texts books are used, taking into account the proficiency level of the ELLs: Beginning ESL; Survival at School; A Survival Vocabulary Series (Job Application Language, Supermarket Language, Computer Hardware Language, Drugstore Language, Banking Language, Medical Language); Readings in the Content Area; What a Life Reader (Beginners, High Beginners and Intermediate Levels

There is also "Getting Ready for NYESELAT" with accompanying CDs of listening activities which provide an awareness of the exam format and practice exercises.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

On entering school for the first time, beginning ELLs are offered language support through the buddy system where an ELL with a higher proficiency is paired with a lower proficient student to offer help and language support, especially with comprehension. In addition, bilingual paraprofessionals push-in to help. Unfortunately, there is no Urdu speaker on staff to help 2 students but this does not present a challenge as their entry level English was rather good. ELLs are also offered relevant glossaries and bilingual dictionaries and are guided on how to use these

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

All support services and resources correspond to our ELLs ages and grade levels. Bilingual teachers and paraprofessionals are always available to offer support, both academically and socially. Guidance counsellors and the social worker are available if and when the need arises and the students know this.

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 recognize that making the transition into our school system is a big one for newly admitted ELLs. If we are aware of any new

ELLs entering our school in September, we invite the parents to send their children to summer school for a few weeks so that they may start to make the transition before regular school starts. They are also introduced to other ELLs with the same language and cultural background. The new comers also receive an informal orientation session to familiarize them with the layout of the school e.g. location of bathroom, library, gym, cafeteria, computer room. For those enrolled during the school year, we introduce them to their core subject teachers, and they are paired with a buddy student of the same grade level who will help them with the transition and guide and help them with their academic work.

18. What language electives are offered to ELLs?

Our school offers Spanish and French as language electives for all high school ELLs. As they have the same high school graduation requirements as all other students, high school ELLs are enrolled in one of the language classes mentioned above so that they may acquire the required amount of credits for graduation. Those who show the required competency in their native language, especially in reading and writing, take the language at the Regents level.

19. For schools with dual language programs:

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

We do not offer a dual language program.

## 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.

At the School for Human Rights, professional development for teachers is provided by the administrative staff as well as personnel from the Office of English Language Learners (OELL).

Within the school, professional development takes the form of:

- Training of teachers in understanding and implementation of CCLS; realignment of curriculum to match CCLS schoolwide and across all content areas.
- Twice a month Inquiry Team Meetings: assessing students' work to determine levels mastery of CCLS competencies.
- On-site training in Culturally Responsive Education for all school staff, including paraprofessionals, secretaries, social worker, parent coordinator and PTA representative.
- Twice monthly in-house workshops on ADVANCE - the DOE's Teacher Evaluation and Development System at grade and departmental levels.
- Departmental team workshops that examine curriculum and tasks to improve common core readiness.
- Sessions on scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs at different levels of proficiency.
- Using periodic assessment item analysis to gather relevant data that can drive instruction.
- Zero period conversation among teachers on Thursday morning on the overall progress of ELLs, problems encountered in content areas and possible solutions, and the support needs for ELLs.

Workshops off-site include:

- NYSESLAT administration training.
- Professional Development workshops offered by the Office of English Language Learners and by the Director of Student Services - ELL.

## 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?

- Parents of ELLs complete the Preferred Language Form in which they answer the questions: "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?"
- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.
- Workshops are also provided by outside agencies such as the Expanded Success Initiative on developing a college-going culture among our Black and Latino students; the Brooklyn DA office on awareness of gang activities and cyber-bullying among their children as well as by First Investors on finances and aid available for college.
- PTA meetings once a month with outreach to parents of ELLs.
- Parent volunteers are encouraged to spend time and assist in school.

### **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.

**School Name: The School for Human Rights**

**School DBN: 17K531**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael A. Alexander	Principal		11/15/13
Denise Jennings	Assistant Principal		11/15/13
Jacqueline Cummings	Parent Coordinator		11/15/13
Philip Naraine	ESL Teacher		11/15/13
Yoland Moe	Parent		11/15/13
Patricia Cummings	Teacher/Subject Area		11/15/13
Hazel Henry	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Tiffany Rios	Guidance Counselor		11/15/13
	Network Leader		
Peter Becker	Other <u>Special Services</u>		11/15/13
Kamillah Aklaff	Other <u>Sp. Ser/Bil Ext.</u>		11/15/13
Stephanie Kreppin	Other <u>Social Worker</u>		11/15/13
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 17K531 School Name: THE SCHOOL FOR HUMAN RIGHTS

Cluster: 06 Network: CFN 611

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

### **Part A: Needs Assessment Findings**

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

When a potential ELL is admitted to the school, the parent express their language preference for the Home Language Identification Survey form. We currently use this form in six languages (English, Haitian Creole, Spanish, French, Arabic and Urdu). These are the languages of the current ELL parents. The majority speak Spanish (10) and Haitian Creole (10) while 1 speaks Arabic and 1 French. Urdu is spoken by the parent of the 2 brothers from Pakistan. It should be noted that Pakistanis do speak English quite competently as it is a required language in schools there. Completed HLIS forms are filed with the student's running records. Parents are also asked to complete the form that says what language they would like to receive written information and the language they would prefer to communicate orally with the school. This information is useful when we need to communicate with parents of ELLs about aspects of their children's education. If the parent has minimal or no knowledge of English, we suggest that a trusted member of the family interpret/ translate for them or to have the school provide a translator. In most cases, a member of staff act as an oral interpretor, which is acceptable with parents. Parents are also given the brochure "Guide for Parents of English Language Learners" in an appropriate language. Before the NYSESLAT, they receive the brochure NYSESLAT - A Parent's Guide. This brochure informs parents of what their child is expected to know and what they can do to help. It is available in a variety of languages

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

The information on the completed forms mentioned above provide data on the ELLs parent population who will need translation and interpretation services. This information is reported to the school community (general office staff, parent coordinator and teachers) by the principal and ESL teacher. Our ELL population is quite small so they are known by our support staff. All our translation and oral interpretation needs are provided by in-house staff and from available form letters (e.g. entitlement letters) in the languages of our parents.

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

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We currently use in-house interpretation services with members of staff who are proficient in the languages of our ELL population (Haitian Creole, French and Spanish). English-speaking members of the family provide interpretation services for our Arabic and Urdu speaking parents.

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

Members of staff provide oral interpretation services for parents when teachers met with, or call home, to discuss any aspect of their children's academic progress and social needs. In addition, the parent coordinator is aware of language access requirements so as to ensure that parents are provided with the services that fulfill Section VII of Chancellor's Regulations A-663.