

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K531

School Name:

SCHOOL FOR HUMAN RIGHTS, THE

Principal:

MICHAEL ALEXANDER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The School for Human Rights School Number (DBN): 17K531
Grades Served: 6-12
School Address: 600 Kingston Avenue, Brooklyn, NY 11203
Phone Number: 718.771.4793 Fax: 718.771.4815
School Contact Person: Michael A. Alexander Email Address: Malexan@schools.nyc.gov
Principal: Michael A. Alexander
UFT Chapter Leader: Peter Becker
Parents' Association President: Simone Ramlakhan
SLT Chairperson: Deslie Alexander
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 17 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue – Room 110, Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov.
Phone Number: 718-968-4100 ex 110 Fax: 718-241-9223

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael A. Alexander	*Principal or Designee	
Peter Becker	*UFT Chapter Leader or Designee	
Simone Ramlakhan	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Starraisa Rolland	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bradley Waaldijk	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Deslie Alexander	Teacher/SLT Chairperson	
Jacqueline Dufont	Teacher	
Olive O. Cosbert	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Hazel Henry	Teacher	
Carmen King	Parent	
Maria Tapia	Teacher	
Hyacinth Johns	Parent	
Judy Forbes	Parent	
Velma Isidore	Parent	
Grace Hughes	Parent	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The mission of The School for Human Rights is to develop the academic and social capacity of all students, regardless of identity and ability. A combined 6th through 12th grade school, The School for Human Rights offers an integrated academic and social skills-based curriculum, to challenge its students to become critically thinking, compassionate, and socially engaged young adults committed to the practice of equity, dignity and social consciousness. As a result, we have an ongoing relationship with the Advocacy Lab. This organization provides curriculum and instruction to our school that addresses the aforementioned issues.

The principal has created an inclusive culture and climate that is beneficial to adult and student learning, providing students with enrichment clubs such as crochet, dance, sports, as well as computer classes for parents. The school also hosts an annual cultural festival for staff and families. School leadership utilizes a variety of sources to communicate expectations to school staff, and ensure ongoing parent feedback of student progress is consistent. Staff members are aware of the expectations and foster this understanding to articulate next steps to parents towards college and career readiness for students.

Our Instructional Focus is: **Using Evidence in Argument.**

This goal was chosen because we believe that one way children learn is through argument and discussion. However, the vast majority of our children come from a culture where they are not exposed to these methods of learning. Therefore, as a means of getting students acculturated with the United States system of education and also developing new ways of learning, we have chosen this instructional focus. The intended outcome is that the students will then develop the skill of using evidence to support arguments in discussion which will help them develop stronger writing skills and also communication and collaboration skills that support college and career readiness.

} In terms of instructional shifts, we do frequent cycles of observations and have made Danielson components 3B, 3C and 3D the major focus of our observations to see the implementation of the Common Core Learning Standards instructional shifts.

} During observations, we also look for differentiation and various ways of expression, engagement, representations and adequate wait time to see how teachers are refining tasks to provide all students particularly ELL and Special Needs students with access.

} We also look for higher levels of questioning and students use of evidence in argument.

By using the Danielson Framework and incorporating the instructional shifts, we have revisited and decided to keep our instructional focus from last year. For our first Professional Development workshop, we determined that last year's instructional focus, Evidence in Argument, needed further refinement. Regents data, and in-house assessment data, including last year's NYC Performance Assessment, yielded that students needed to develop their knowledge of using evidence in argument.

The ELA shifts, in particular, which addresses vocabulary, writing to sources and reading complex texts align to this focus, and in Math, there is an increase in literacy as well. Students must demonstrate deep comprehension through their written justifications.

We will continue our practice of conducting frequent cycles of observations. In the beginning of the school year, the principal met with each teacher and reflected on their previous year's rating, and from this data, during each IPC meeting, came up with goals for each teacher according to their needs, in collaboration with the teacher. Teachers were able to self-reflect on their practice and create their own goals based on their NYS Regents exam results, Middle School State Assessments; in-house assessments and their effectiveness rating from the previous year.

In alignment with the data from last year's observations and student results, we delivered professional development on the Quality Review indicators in conjunction with the Danielson competencies to influence pedagogy in the classroom and ensure continued exploration and adherence to the Danielson Framework. Teacher inter-visitation with colleagues in support of 1A Demonstrating Knowledge of Content and Pedagogy, and 1E, Designing Coherent Instruction, in particular attention to the instructional shifts via rigorous task, and inclusion of the instructional focus. In the competency of 3B, Questioning and Discussion techniques 1 out of 20 teachers received a Highly Effective rating. Professional Development will target this competency as well in the form of addressing the Common Core Speaking and Listening Standards and Universal Designing for Learning (UDL) - principle of multiple means of expressions, multiple means of engagement and multiple means of representation.

The School's Instructional Focus is tied in with Danielson's component 3B, 3C and 3D, and therefore during our observations we pay particular attention to the implementation of 3B, 3C and 3D.

} Differentiation in the selection of groups, questions asked, topics presented, adequate wait time for all, particularly ELL and Special Needs students to participate and complimenting of all student.

} High expectation for all students – high level of questioning, use of academic vocabulary, giving students ample opportunities to participate in discussion, encouraging and calling on volunteers and non-volunteers.

The elements of framework for great schools in which we made the most progress over the year is in the area of supportive environment and the establishment of a culture of learning that communicates high expectations to staff, students and families.

According to the School Quality Report (3.4)

The principal strategically maximizes resources by programming to provide academic interventions for students during after-school and Saturday programs, providing professional development through Columbia University, and hiring additional paraprofessionals and teachers to provide support to high needs students.

According to the PPO (4.1)

Our instructional focus is aligned with Domain 3 of Danielson Framework. Although instructional supervisors have implemented cycles of teacher observation and feedback, a review and discussion of observation data provides evidence of the need for further planning for targeted professional development to ensure improved teacher practice.

Another focus is to develop teachers' expertise in the effective utilization of data in order to better recognize students' problematic skill sets in the core subject areas. This will allow us to increase our ability to address those skill deficits and enhance differentiation of instruction. Identification of students not making adequate academic progress and putting in place the necessary support, such as Lunch Time tutorials, PM school and Saturday school to allow them to achieve academic success. Identify skill deficits and take the required steps to address those deficits.

Currently, our Inquiry Teams are working on using assessments to inform pedagogical practices and refine curricula to reflect Common Core Learning standards. Teams are in the process of developing assessment tools that will be used to check students' work and also have students evaluate their performance such as exit slips.

This relationship has fostered a bond between the students resulting in no students conflicts between the two schools.

We also have a partnership with District 75 in which we allow middle school and high school students to attend classes with our students. The district 75 staff provides the extra support to our students by supplying an ICT teacher and paraprofessionals for various classes.

We have a partnership with The School for Democracy and Leadership through For Youth Initiative (FYI) a middle school afterschool program that we share. Our school supplies space to assist the program.

The Assistant Principal for SHR wrote a \$300,000 grant for the campus to repair the auditorium where all of the schools hold their graduations and special assemblies.

Some additional areas of campus collaboration are:

} Campus Sports

} Intramural Basketball Competition.

The elements of the Framework for great schools in which we made the most progress over the year is in the area of supportive environment and the establishment of a culture of learning that communicates high expectations to staff, students and families. According to the School Quality Review report 3.4 - School leadership utilizes a variety of sources to communicate expectations to school staff and ensure ongoing parent feedback of students' progress is consistent. Staff members are aware of the expectations and foster this understanding to articulate next steps to parents towards college and career readiness for students. According to the Principal Performance Observation 1.4 – The Principal has created an inclusive culture and climate that is beneficial to adult and student learning, providing students with enrichment clubs such as crochet, dance, sports, as well as computer classes for parents. The school also hosts an annual cultural festival for staff and families.

17K531 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	428	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	6	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		82.8%	% Attendance Rate	95.1%
% Free Lunch		83.9%	% Reduced Lunch	4.6%
% Limited English Proficient		5.8%	% Students with Disabilities	18.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	88.7%
% Hispanic or Latino		9.6%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White		0.7%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		7.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	5.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		7.5%	Mathematics Performance at levels 3 & 4	4.4%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	54.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		59.3%	Mathematics Performance at levels 3 & 4	69.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		85.0%	% of 2nd year students who earned 10+ credits	81.7%
% of 3rd year students who earned 10+ credits		89.2%	4 Year Graduation Rate	81.5%
6 Year Graduation Rate		88.1%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on New York State Math and ELA results, over 90% of our Middle School students scored levels 1 and 2 (all students). According to our item analysis of New York State Middle school results, students have difficulties with solving real world math problems, interpreting and computing quotients of fractions, statistics and probability. In ELA they are having difficulties with Context clues, comprehension and vocabulary. We will therefore focus on addressing the aforementioned skill sets with the goal of improving academic results.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our middle school students will show a 5% improvement in performance in New York State Math and ELA Assessments. To achieve that goal, we will offer PM school, Saturday school and lunch-time tutorials. Additionally, we will revise our program to include double period Math classes in our middle school.

In order to ensure rigorous, engaging and coherent curricula, teachers engage in Inquiry and Department collaborative Team to evaluate curricula. Curricula are then modified to ensure alignment to the Common Core Learning Standards. To further support our efforts to increase student’s outcome, we have instituted a Staff Development Committee which explores pedagogical needs, and implement procedures to address these needs in weekly professional development sessions.

The impact of these procedures is seen through the work in the classroom. Teachers create lessons based on their knowledge of students, particularly the SWD’s and ELL’s, with tasks and groups informed by data. Teachers also attend to how students learn best, which is evidence in argument (Instructional Focus). Lesson planning reflects that our teachers are creating assignments using evidence in argument. Teachers are including a variety of complex texts by grade in the ELA curricula, and are employing more analytical and argumentative writings, and less narrative, for formative and summative assessments. Students’ work is memorialized on Common Core aligned bulletin boards with feedback that adheres to the task and rubric. Math teachers are adjusting to emphasize the instructional shifts, using EngageNY.org modules, and using writing and real world applications in problem solving to enhance rigor.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Professional Development on the Danielson Framework will be provided to all Middle School Math and ELA teachers.	Middle School students .	9/2015 – 6/2016	Administration/Lead Teachers and Math Specialist .
SWD and ELLs will participate in lunch-time tutorials, PM school (3times) per week and Saturday Academy .	SWD and ELL’s	9/2015 – 6/2016	Special Needs Coordinator and Administrators .
Carnegie Math Software Curriculum will be used by Middle School Math teachers .	Middle School students	9/2015 - 6/2016	Middle School Math and ELA teachers .
<p>Weekly quizzes will be conducted by Math and ELA teachers to assess for student improvement.</p> <p>There will be six week assessments to determine progress .</p>	Middle School Math and ELA teachers .	9/2015 – 6/2016	Middle School Math and ELA teachers .

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Special Needs Coordinator, Paraprofessionals, Special and General Education teachers, use of computer labs, Math textbooks and Parent contact information .</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The School for Human Rights is a 6-12 school that is a safe and student centered environment which allows for the academic growth of all students.

Our school continues to maintain very good percentages (2013-2014) in terms of the satisfaction of our student, parents and teachers. Example – Instructional Core, 93%, Systems for improvement, 92% and school culture 89%. We have maintained a steady attendance percentage of over 90% for the last five years. 2014-2015 Middle School 98%, High School 94%. Our High School graduation percentage also improved from 70% 2012-2013, to 82% 2013 -12014. Our level of incidents continues to be low. We utilize a School Social Worker, Guidance Counselor, Parent Coordinator and Administrators to support our students socially, emotional and academically. We have monthly Attendance Committee meetings where the attendance of our students is discussed and monitored. Our School Social Worker supervises a Peer Mediation Team of students. Students are trained in resolving issues among their peers. Students felt that they wanted to create a process for supporting disruptive students as well as impacting disciplinary practice on a school wide level. With the addition of a new special education teacher and four educational paraprofessionals our Special Needs and ELL students are provided with more support and have experienced better academic results on local and state exams. Our goal is to increase our level of support for all school constituents in creating an even better supportive environment, and therefore improve the aforementioned statistics.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Create a student-based mediation team that would work in conjunction with our Dean and Social Worker. The student team will be trained during the Fall term and be in place to serve the student population by the first day of the Spring term. Over 90% of the team will acquire a certificate displaying satisfactory completion of training.

Create a forum in which student can learn how to impact greater change in our school. Weekly meetings with the School Social Worker based on the fundamentals of successful peer mediation. Students applying to the program must have successfully completed an interview with the School Social Worker. The peer mediation training would be created and implemented in the Fall 2015 semester and evaluated in June 2016 for continuation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Secure accredited organization to provide student training and resources for Peer Mediation. Create least restrictive criteria for selecting students to participate. Accept input from teachers and administrators for student nominations. Provide school support for new student Peer Mediators to take action and impact positive change. This program will become a viable option used to reduce student suspensions and other disciplinary measures.</p> <p>Group meetings will be conducted by the School Social Worker with a focus on school community. Students will begin by focusing on school-based change first. The training will enable our students to become peaceful and effective activists for change in school and the wider community.</p>	<p>Student Volunteers</p> <p>Students electing to enroll/11th and 12th graders</p>	<p>9/2015 – 6/2016</p> <p>Training and program set up. Spring Term Program Implementation as alternative to school discipline and suspensions.</p> <p>Fall Term Implementation</p>	<p>Administration, Lead Teachers, Dean, Social Worker, students, advisors.</p> <p>ELA teachers and chairperson .</p>
<p>Students with IEP’s and disciplinary records will be selected to the program. Students with a history of incidents would be encouraged to consider the program, as a method of counseling and training for change.</p> <p>All students are encouraged to apply for this training. Special education staff will support IEP students who enroll.</p>	<p>IEP and ELL students, at risk students</p> <p>All students</p>	<p>Fall Term Training and program set up. Spring Term – Program Implementation as alternative to school discipline and suspensions.</p>	<p>Dean, administration, social workers, advisors</p>
<p>Information will be shared with ALL parents concerning the program. Students applying for the program will be required to submit a parent permission slip.</p>	<p>All parents</p>	<p>9/2015- 6/2016</p>	<p>Dean/ Social Worker</p>
<p>Students will be given the opportunity to gain greater control over school decisions concerning their peers. Students will gain training that will enable them to improve the safety and security of</p>	<p>Selected mediators</p> <p>All students</p>	<p>9/2015-6/2016</p> <p>School year</p>	<p>Peer Mediators, Dean, Administration</p> <p>All school</p>

their building, as well as improve relationships with their peers.

In the trainings, students will learn to share ideas, elicit the support of school staff for projects, voice opinions, and recommend changes.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The major focus of our school is to develop teachers’ expertise in the effective utilization of data in order to better recognize students’ problematic skill sets in the core subject areas. This will allow us to increase our ability to address those skill deficits and enhance differentiation of instruction. Identification of students not making adequate academic progress and putting in place the necessary support, such as Lunch Time tutorials, PM school and Saturday school to allow them to achieve academic success. Identify skill deficits and take the required steps to address those deficits.

Currently, our Inquiry Teams are working on using assessments to inform pedagogical practices and refine curricula to reflect Common Core Learning standards. Teams are in the process of developing assessment tools that will be used to check students’ work and also have students evaluate their performance such as exit slips.

Through past and ongoing Professional Development, our Inquiry Teams are working on using assessments to inform pedagogical practices and refine curricula to reflect Common Core Learning Standards. Teams are in the process of developing assessment tools that will be used to check students’ work and also have students evaluate their performance such as exit slips.

Staff meets regularly to discuss new methodologies for implementation in classrooms. Department conferences and study groups are also opportunities for teachers to meet to discuss and share best practices. Classroom intervisitation among teachers allows them to observe best practices. Teacher’s evaluation sheets turned in at the end of Professional Development meetings help administrators to plan future professional develop.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Examine the systemic changes and explore the challenges currently facing our school at the beginning of the Fall term. Compare the characteristics that have allowed our school to achieve success and identify new challenges. After identifying new challenges, categorize each and create teacher teams to address needs and then recommend changes. All teachers will select a committee to serve. School-based teacher teams will include: Academic Progress, School Culture, Staff Culture, Community Service, Senior Progress, and Special Education. Each committee will create a list of focus items and share with whole staff during the Fall term. A mid semester share out during the spring term will offer updates. Where possible, committees will involve students who will share their concerns with the hope to affect change. The goal is to improve the percentage on our school survey by at least on point for 2015-2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher teams will meet the 1st and 3rd Mondays of each month, for Professional Development, Inquiry Team and activity planning. Each meeting will consist of a discussion focus and identified outcome. Lead teachers will conduct the meetings. The administration will share and review feedback and make decisions for planning and implementation of change or support. Paraprofessionals will be included on teams.</p>	<p>9/2015 – 6/2016</p>	<p>9/2015 – 6/2016</p>	<p>Lead Teachers Paraprofessional Administration</p>
<p>One of the teacher teams will be Special Education. This team will focus on the ongoing challenges and progress of all IEP students and programming. If necessary, the Special Education team will inform other teams about the needs of our IEP population .</p>	<p>Special Education Special Education teachers, selected paraprofessionals, minimum of two general education teachers (one from math/ science and one from ELA/SS)</p>	<p>9/2015 – 6/2016</p>	<p>Special Needs Coordinator</p>
<p>Teacher teams will share information with entire staff during whole group, department, and grade team Professional Development sessions. Staff will incorporate information to be used on Tuesday parent communication outreach. Team leaders will communicate with administration and our parent coordinator to ensure parental involvement.</p>	<p>Parent Coordinator/Principal/PA leadership.</p>	<p>6/2015-6/2016</p>	<p>All staff Parent Coordinator</p>
<p>Ongoing collaboration among teachers, support staff, administration, and parent will ensure the presence of parent involvement. Monthly SLT meetings will offer an opportunity for parents to remain engaged. Staff will remain involved at</p>	<p>All Staff</p>	<p>9/2015 – 6/ 2016</p>	<p>All staff Administrator PTA</p>

the decision-making level of all aspects at The School for Human Rights.			
--	--	--	--

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Common planning/Professional Development/SLT sessions used to collaborate with entire school community. All teams will have ongoing access to our data sources, including STARS, Jupiter Ed. ATS. Administration remains flexible when planning contractual time on Monday and Tuesday afternoons. Teacher team requests will be honored for additional time and flexibility, when needed.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The majorities of The School High Rights teachers have been teaching for 5+ years and were rated Effective and Highly Effective for the 2015-2016 school year. Teacher development and support by administrator will continue for the 2015-2016 school year through the use of the Danielson Rubric, individual support, and all staff sessions.

The principal and assistant principal assume the responsibility for setting high expectations for all students through on-going observation, interaction, feedback, and intervention with students of all levels. The administration will message the school’s expectations for success, for teachers, parents, and students. 2014 - 2015 school year resulted in 17 teachers with Highly Effective ratings and 2 Developing teacher rating. The two teachers with Developing rating were added in the Fall. Teachers will utilize inter-visitation as a method for improving teacher practice. Administration will support developing teachers with classroom resources, goal setting, and professional development. Developing teachers will be offered the ability to participate in Academic Intervention Services with struggling students. Teacher scholarship data will be examined after each marking period. Feedback on student scholarship will be shared with teachers.

Last year (2013-2014) only one teacher attained a Highly Effective on component 3B. All others were rated either developing or effective on 3B, 3C and 3D. We therefore expect that with Professional Development on these components, teachers will refine their practices and improve their rating.

We also chose this goal because last year was the first year of the implementation of Danielson Framework and we believe that teachers still need to improve their practices of using questioning and discussion techniques 3B; engaging students in learning (3C) and using assessment in instructions (3D). With more professional development and frequent cycles of observations and feedback on these components we expect better results this year. We will therefore continue our focus on these components.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Principal and Assistant Principal will offer all teachers the opportunity to select their observation choices, as outlined by DOE regulations. Teachers will have full access to supervisors who maintain an open door policy. All teacher observations will be completed by the contractual dates in the spring.

Administration will take the lead on messaging high students expectations for academic success. Principal will engage parents and students in discussions about graduation expectations and college readiness. Principal will ensure that all students understand the requirements set forth by NY State and NYC DOE, as it relates to graduation requirements and college readiness. The principal will deliver a presentation on graduation requirements and college readiness to

all 9th and 11th graders during the spring team by visiting each 9th /11th grade class for an entire period. The goal is greater student awareness about graduation requirements and college readiness.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Principal and Assistant Principal will conduct and track all Advance Observations. Teachers who exhibit the need for additional support, or display poor ratings will be receiving additional observation/ support opportunities.</p> <p>Principal will meet with teachers who earned Highly Effective ratings in 2014-2015 to elicit peer support for instructional staff. Highly Effective teachers will be given the opportunity to serve as model classrooms and inter-visitation partners.</p> <p>Minimally, the principal and assistant principal will personally conduct the following sessions for students, each semester:</p> <ul style="list-style-type: none"> • One period outlining the school’s academic, community service, and behavioral expectations for all grades (push into classes). • One-to-one meeting with students who consistently fail more than 2 classes. • One-to-one meeting with students who consistently display cutting patterns. • Fall orientation for all parents and students, outlining the schools programs, course offerings, enrichment and intervention opportunities, extracurricular activities, 	<p>Classroom teachers</p> <p>Administrators</p>	<p>9/2015 – 6/2016</p> <p>9/2015 – 6/2016</p>	<p>Administration</p> <p>Administrators</p>

discipline code, rules and regulations, school data, and CBO partnerships. Spring parent meeting to discuss status of at-risk students and intervention methods. Principal will meet with cabinet, UFT leadership, Student Government and Peer Mediators on a regular basis or upon request.			
Principal or Assistant Principal will participate in Special Education and Pupil Personnel team meetings, IEP conferences, and Planning Interviews.	Special Education Team	9/2015 – 6/2016	Administration/Lead Teachers
Principal will engage parents in opportunities to participate in school-wide events, policy meetings, creating new programs, and staff interviews. Principal will ensure that the parent coordinator is playing an active role in academic intervention, student discipline, attendance outreach, always maintaining strong communications with parents. Principal will initiate communications to all parents, such as newsletters, written communications, automated voice messages, emails, and meetings.	Parent, Parent Coordinator		Administration/Lead Teachers
Outreach, parent events, teacher teams, cabinet meetings, student-entered committees will ensure that all stakeholders are given the opportunity to actively participate in school planning.	Entire school	Community	Administration/Lead Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Principal and Assistant Principal will use access to Advance system/Regular teacher schedules • Highly Effective teachers and their classrooms for inter-visitation • Professional Development sessions every Monday 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Over the last three to four years we have experienced a decline in parent involvement at our school, i.e.; PTA meetings, Parent involvement workshops, computer class for parents and parent teacher conferences. We have therefore identified the need to foster greater parent attendance at the aforementioned school functions and events. The School for Human Rights will therefore engage in various forms of parent involvement i.e. call messenger, e-mails, SLT and PTA recruitment, computer classes for parents, encourage parent involvement in our annual cultural arts festival, and the use of Jupiter One online grading system. We will work with our CBO’s to conduct outreach to students and parents for various programs – Urban Advantage, Global Kids, FYI, CAVI and Build On. We believe that fostering stronger relations with our CBO’s will increase communications with parents. We will use the following data sources to monitor parental outreach and make modifications as necessary – parent attendance sign-in sheets, Jupiter One and AIS rosters.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is to foster greater parental involvement in The School for Human Rights which we believe will translate into greater social and emotional stability and better academic performance for our students.

Parents will be invited to participate in all school activities as mentioned in the Needs Assessments. Parents will receive access to their children’s Jupiter One account for on- going monitoring of their progress. Teachers will distribute instructional overviews to parents. Attendance lists will be used to identify parents who were unable to attend and materials will be mailed to them. Feedback from parents on the use of Jupiter One will be used as a guide to judge the success of the program. Feedback from parents on the use of Jupiter One will be used as a guide to judge the success of the program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers distribute detailed copies of course outlines for students and parents.</p> <p>Parent Involvement Workshop – Parents will have an overview of curriculum map in all courses and promotion and graduation requirements, transcript review and how to read a transcript.</p> <p>Parents will receive tutorial and access codes for use with Jupiter One. Parents will be able to support their child’s academic progress by tracking homework, classwork, participation, assessment, and attendance data.</p>	<p>All Parents</p>	<p>9/2015 - 2016</p>	<p>Principal, Parent Coordinator, Guidance Counselor and Social Worker</p>
<p>Parents of ELL and IEP students will attend an overview of Resource Room. Special Education staff will share information of support services, methods for integrating testing modifications, and reading their child’s IEP.</p>	<p>Parents of students with Disabilities</p>	<p>9/2015 - 2016</p>	<p>Special Education Teacher</p>
<p>In preparation for Parent Involvement Workshop, the following outreach will occur:</p> <ul style="list-style-type: none"> -Email sent to parents by Parent Coordinator -Voicemail sent by call messenger -Letters sent by Principal/Parent Coordinator -Phone calls to all 9th grade parents (support staff, Parent Coordinator, Parent Association president) 	<p>All Parents</p>	<p>9/2015 – 6/2016</p>	<p>School Aides, Secretary, Guidance Counselor, Principal</p>
<p>Collaboration of parents, teachers, and administration in planning events will build capacity for strong relationships. Increased understanding of curriculum and school expectations will allow parents to support their child’s progress.</p>	<p>Teachers/Parents</p>	<p>9/2015 – 6/2016</p>	<p>Principal/Assistant Principal/Social Worker</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Planning and support by teacher teams, administration, and support staff. Parent contact databases, mailing and Phone Messenger service utilized. Parent Involvement Workshop .

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

--

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<ul style="list-style-type: none"> • Extended/Additional class periods to allow for instruction and AIS within workshop model format • Daily independent reading time with the expectation that each child reads at least 25 books all year • Push-in SETSS provider • Collaborative Team Teaching in inclusion classrooms . 	<p>One-to-one tutoring</p> <p>Small Group tutoring</p> <p>Regents Targeted Prep</p> <p>Peer Advisors</p> <p>Homework Help</p> <p>Push In and Pull Out resources for Academic At-Risk students</p> <p>Exposure to Reading Resources (i.e.: side-by-side readers, books on CD), Barron’s Online and Rosetta Stone programs (students are given at home access)</p>	<p>Small Group and Individual Tutoring available</p> <p>In class resources provided by support staff</p> <p>Resources available for “check out” for use at home</p> <p>Online access to Interactive Resources</p>	<p>PM school and Saturday School</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Extended class periods to all for instruction and AIS within workshop model format 	<p>One-to-One Tutoring</p> <p>Small Group Tutoring</p> <p>Regents Targeted Prep</p> <p>Peer Advisors</p> <p>Homework Help</p> <p>Push In and Pull Out</p>	<p>Small group tutorial</p> <p>One to one tutoring</p>	<p>One hour after school Math enrichment class with Impact Math Coaching – (3) times per week</p> <p>P.M. school three (3) times per week</p> <p>Regents Preparation</p> <p>Saturday school</p>

		Resources for Academic At Risk students Barron's Online Program in Algebra and Geometry (students are given at home access)		
Science	<ul style="list-style-type: none"> • One hour after school Science enrichment class with Impact Science Coaching – 3 times per week • Extended class periods to all for instruction and AIS within workshop model format 	One-to-One Tutoring Small Group Tutoring Regents Targeted Prep Peer Advisors Homework Help Push In and Pull Out Resources for Academic At Risk students Barron's Online Program in Living Environment Earth Science Chemistry Physics (students are given at home access) Interactive Software Science 3D Integrated in classrooms	Small group tutorial One to one tutoring	P.M. school three (3) times per week Regents Preparation Saturday school
Social Studies	<ul style="list-style-type: none"> • One hour after school Social Studies enrichment class • Extended class periods to all for instruction and AIS 	One-to-One Tutoring Small Group Tutoring Regents Targeted Prep		P.M. school three (3) times per week Regents Preparation Saturday school

	within workshop model format	Peer Advisors Homework Help Push In and Pull Out Resources for Academic At Risk students Barron's Online Program in Global Studies and US History (students are given at home access.		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Pupil Personnel Team, provide individual and group counseling with school social worker and Guidance Counselors • Individual/family counseling • Conflict resolution and peer mediation training • CSE referrals • Employment counseling • School attendance/dropout prevention not available because there is no permanently assigned Psychologist at the Campus. • Social Worker and Guidance Counselors conduct one to one counseling and also group counseling on topics such as – relationships abuse, 	<p>At Risk Resource Room</p> <p>Testing Modifications</p> <p>Support Services provided where appropriate</p> <p>Small Group counseling</p> <p>One-to-One counseling</p> <p>Family Support Outreach</p> <p>Focus Groups, AIS Focus Sessions (study skills time)</p> <p>Management</p> <p>Test Taking Strategies provided by support team.</p>	<p>Weekly peer mentoring program</p> <p>Small group counseling Classroom presentation</p> <p>One to one counseling</p>	<p>On-going throughout -during the school day.</p>

	<p>academic counseling, STD's, gang violence, conflict resolution, anger management, school attendance/dropout prevention.</p> <ul style="list-style-type: none"> • Teenage sexual harassment • Teenage relationship abuse counseling' • Counseling on STD <p>Workshops on bullying</p>			
--	--	--	--	--

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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 by the New York State Department, however, they are still provided with Professional Development by our school and CFN #611, to meet the Danielson Framework and Common Core Curriculum Learning Standards expectations. High retention rates, three (3) left teaching to become administrators. Teacher leaders work with the school administrators to help teachers with Professional Development.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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. The Professional Development will focus on refining/improving teachers skills in components 3B, 3C and 3D.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	345,643.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,464,006.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The School for Human Rights, 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 the school and the families. The 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 the school community. The School for Human Rights 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

The School for Human Rights , 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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.

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **17K531**

School Name: **THE SCHOOL FOR HUMAN RIGHTS**

Principal: **MICHAEL A. ALEXANDER**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The School for Human Rights School Number (DBN): 17K531
Grades Served: 6-12
School Address: 600 Kingston Avenue, Brooklyn, NY 11203
Phone Number: 718.771.4793 Fax: 718.771.4815
School Contact Person: Michael A. Alexander Email Address: Malexan@schools.nyc.gov
Principal: Michael A. Alexander
UFT Chapter Leader: Peter Becker
Parents' Association President: Simone Ramlakhan
SLT Chairperson: Deslie Alexander
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Starrasia Rolland

District Information

District: 17 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue – Room 110, Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov.
Phone Number: 718-968-4100 ex 110 Fax: 718-241-9223

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Team 6 Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, New York 11209
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

5. List the names of each SLT member in the first column on the chart below.
6. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
7. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
8. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael A. Alexander	*Principal or Designee	
Peter Becker	*UFT Chapter Leader or Designee	
Simone Ramlakhan	*PA/PTA President or Designated Co-President	
Cheryll Christie	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Starraisa Rolland Bradley Waalijk	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Deslie Alexander	Teacher/SLT Chairperson	
Jacqueline Dufont	Teacher	
Olive O. Cosbert	Parent	
Hazel Henry	Teacher	
Carmen King	Parent	
Maria Tapia	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Hyacinth Johns	Parent	
Judy Forbes	Parent	
Velma Isidore	Parent	
Grace Hughes	Parent	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- IV. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- V. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- VI. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

4. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
5. Any special student populations and what their specific needs are.
6. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

By using the Danielson Framework and incorporating the instructional shifts, we have revisited and decided to keep our instructional focus from last year. For our first Professional Development workshop, we determined that last year's instructional focus, Evidence in Argument, needed further refinement. Regents data, and in-house assessment data, including last year's New York City Performance Assessment, yielded that students needed to develop their knowledge of using evidence in argument.

The English Language Arts shifts, in particular, which addresses vocabulary, writing to sources and reading complex texts align to this focus, and in Math, there is an increase in literacy as well. Students must demonstrate deep comprehension through their written justifications.

The elements of framework for great schools in which we made the most progress over the year is in the area of supportive environment and the establishment of a culture of learning that communicates high expectations to staff, students and families.

According to the School Quality Report (3.4)

The principal strategically maximizes resources by programming to provide academic interventions for students during after-school and Saturday programs, providing professional development through Columbia University, and hiring additional paraprofessionals and teachers to provide support to high needs students.

According to the Principal Practice Observation (4.1)

Our instructional focus is aligned with Domain 3 of Danielson Framework. Although instructional supervisors have implemented cycles of teacher observation and feedback, a review and discussion of observation data provides evidence of the need for further planning for targeted professional development to ensure improved teacher practice.

Currently, our Inquiry Teams are working on using assessments to inform pedagogical practices and refine curricula to reflect Common Core Learning standards. Teams are in the process of developing assessment tools that will be used to check students' work and also have students evaluate their performance such as exit slips.

Additionally, Danielson Framework component 3B, 3C, and 3D are used as guides/references during observations. Pre-test and post-test data are reviewed in Inquiry Teams meetings. The result of this review is used to reteach topics, change instructional practices and look for gaps in performance. For example:

- ✓ Data show differentiation with Word problems in Math – Math teachers therefore have to reteach or slow down the pace of certain topics and focus on math vocabulary.
- ✓ Frequent cycles of observation to check through formative assessments that students understand concepts.

Teachers utilize data available in Acuity, ARIS, STARS, and formal State Assessment data, past Regents exams as guides for their planning and delivery of instruction.

In 2014-2015, we were able to add depth to our after school programming. Our offerings now include Rosetta Stone blended learning for languages, Peer Mediation, KAVI tutoring and mentor support for students. Additional CBO partnerships include Global Kids, BuildOn, Brooklyn College, Downstate Medical Center, Career Readiness Workshops and CORO. Each of these CBO's programs offer school-based after school programming for our students.

Through past and ongoing Professional Development, our Inquiry Teams are working on using assessments to inform pedagogical practices and refine curricula to reflect Common Core Learning Standards. Teams are in the process of developing assessment tools that will be used to check students' work and also have students evaluate their performance such as exit slips.

In an effort to improve student achievement, the school decided to administer all NYC Performance Assessments to all students to create a data base of baseline scores so that we can track progress, improve instruction, and improve student achievement. With

the use of New York City Performance assessment item analysis, ARIS item analysis and the analysis of past Regents and unit exams, teachers identify trends in student's performances to guide the refinement of curriculum maps, unit plans, lesson plans, and academic tasks to better adjust instruction in order to promote student achievement.

New York City Performance Assessment results have driven argumentative writing and more literacy-based assessments (less multiple choice), across all subject areas.

Teachers use formative, summative, and anecdotal data to inform student grouping, so as to identify and address various students' needs.

Professional development is designed to connect Common Core Learning Standards to instruction and making adjustments to improve student achievement. Across classrooms, teachers effectively monitor student understanding by frequent checks for understanding using the following strategies: Depth of Knowledge (DOK), questioning, utilizing higher order thinking skills, journals and exit slips.

We also have a partnership with District 75 in which we allow middle school and high school students to attend classes with our students. The district 75 staff provides the extra support to our students by supplying an ICT teacher and paraprofessionals for various classes.

We have a partnership with The School for Democracy and Leadership through *For Youth Initiative* (FYI) a middle school afterschool program that we share. Our school supplies space to assist the program.

The Assistant Principal for the School for Human Rights (SHR) wrote a \$300,000 grant for the campus to repair the auditorium where all of the schools hold their graduations and special assemblies.

Some additional areas of campus collaboration are:

- ✓ Campus Sports
- ✓ Intramural Basketball Competition.

We have a partnership with The School for Democracy and Leadership through *For Youth Initiative* (FYI) a middle school afterschool program that we share. Our school supplies space to assist the program.

The elements of the Framework for great schools in which we made the most progress over the year is in the area of supportive environment and the establishment of a culture of learning that communicates high expectations to staff, students and families. According to the School Quality Review report 3.4 - School leadership utilizes a variety of sources to communicate expectations to school staff and ensure ongoing parent feedback of students' progress is consistent. Staff members are aware of the expectations and foster this understanding to articulate next steps to parents towards college and career readiness for students. According to the Principal Performance Observation 1.4 – The Principal has created an inclusive culture and climate that is beneficial to adult and student learning, providing students with enrichment clubs such as crochet, dance, sports, as well as computer classes for parents. The school also hosts an annual cultural festival for staff and families.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on New York State Math and English Language Arts results, over 90% of our Middle School students scored levels 1 and 2 (all students). According to our item analysis of New York State Middle school results, students have difficulties with solving real world math problems, interpreting and computing quotients of fractions, statistics and probability. In English Language Arts they are having difficulties with Context clues, comprehension and vocabulary. We will therefore focus on addressing the aforementioned skill sets with the goal of improving academic results.

In order to ensure rigorous, engaging and coherent curricula, teachers engage in Inquiry and Department collaborative Team to evaluate curricula. Curricula are then modified to ensure alignment to the Common Core Learning Standards. To further support our efforts to increase student’s outcome, we have instituted a Staff Development Committee which explores pedagogical needs, and implement procedures to address these needs in weekly professional development sessions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the middle school teacher’s team will collaboratively develop rigorous Common Core Learning Standards – aligned units of study and performance task to improve rigorous instruction as measured by the development of 4 units of study.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
Professional Development on the Danielson Framework will be provided to all Middle School Math and ELA teachers.	Middle School students.	9/2015 – 6/2016	Administration/Lead Teachers and Math Specialist.
Students With Disabilities and English Language Learners will participate in lunch-time tutorials, PM school (3times) per week and Saturday Academy.	SWD and ELL’s	9/2015 – 6/2016	Special Needs Coordinator and Administrators.

Carnegie Math Software Curriculum will be used by Middle School Math teachers.	Middle School students	9/2015 - 6/2016	Middle School Math and ELA teachers.
Weekly quizzes will be conducted by Math and English Language Arts teachers to assess for student improvement. There will be six week assessments to determine progress.	Middle School Math and ELA teachers.	9/2015 – 6/2016	Middle School Math and ELA teachers.
Additionally, we have provided teachers with Professional Development on Common Core curriculum with personnel from CFN 611 and also the school’s administrators. Our Professional Development sessions focus on the development of teachers’ expertise in the effective utilization of data in order to better recognize students’ problematic skill sets in the core subject areas and therefore increase our ability to address those skill deficits and enhance differentiation of instruction. Inquiry Teams also identified students not making adequate academic progress and put in place the necessary support such as, lunch time tutorials, PM school and Saturday school to allow them to achieve academic success.	All teachers	9/2015 – 5/2016	All teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Special Needs Coordinator, Paraprofessionals, Special and General Education teachers, use of computer labs, Math textbooks and Parent contact information.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, progress will be measured by end of term exams.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The School for Human Rights is a 6-12 school that is a safe and student centered environment which allows for the academic growth of all students.

Our school continues to maintain very good percentages (2013-2014) in terms of the satisfaction of our student, parents and teachers. Example – Instructional Core, 93%, Systems for improvement, 92% and school culture 89%. We have maintained a steady attendance percentage of over 90% for the last five years. 2014-2015 Middle School 98%, High School 94%. Our High School graduation percentage also improved from 70% 2012-2013, to 82% 2013 -12014. Our level of incidents continues to be low. We utilize a School Social Worker, Guidance Counselor, Parent Coordinator and Administrators to support our students socially, emotional and academically. We have monthly Attendance Committee meetings where the attendance of our students is discussed and monitored. Our School Social Worker supervises a Peer Mediation Team of students. Students are trained in resolving issues among their peers. Students felt that they wanted to create a process for supporting disruptive students as well as impacting disciplinary practice on a school wide level. With the addition of a new special education teacher and four educational paraprofessionals our Special Needs and ELL students are provided with more support and have experienced better academic results on local and state exams. Our goal is to increase our level of support for all school constituents in creating an even better supportive environment, and therefore improve the aforementioned statistics.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The Peer Mediation Team will work collaboratively to develop a student based mediation team. The student team will be trained during the Fall term and be in place to serve the student population by the first day of the Spring term. Over 90% of the team will acquire a certificate displaying satisfactory completion of training.

Create a forum in which student can learn how to impact greater change in our school. Weekly meetings with the School Social Worker based on the fundamentals of successful peer mediation. The results will be measured by results on the Learning Survey 2015-2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<ul style="list-style-type: none"> Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
<p>Secure accredited organization to provide student training and resources for Peer Mediation. Create least restrictive criteria for selecting students to participate. Accept input from teachers and administrators for student nominations. Provide school support for new student Peer Mediators to take action and impact positive change. This program will become a viable option used to reduce student suspensions and other disciplinary measures.</p> <p>Group meetings will be conducted by the School Social Worker with a focus on school community. Students will begin by focusing on school-based change first. The training will enable our students to become peaceful and effective activists for change in school and the wider community.</p>	<p>Student Volunteers</p> <p>Students electing to enroll/11th and 12th graders</p>	<p>9/2015 – 6/2016 Training and program set up. Spring Term Program Implementation as alternative to school discipline and suspensions.</p> <p>Fall Term Implementation</p>	<p>Administration, Lead Teachers, Dean, Social Worker, students, advisors.</p> <p>ELA teachers and chairperson.</p>
<p>Students with IEP's and disciplinary records will be selected to the program. Students with a history of incidents would be encouraged to consider the program, as a method of counseling and training for change.</p> <p>All students are encouraged to apply for this training. Special education staff will support IEP students who enroll.</p>	<p>IEP and ELL students, at risk students</p> <p>All students</p>	<p>Fall Term Training and program set up. Spring Term – Program Implementation as alternative to school discipline and suspensions.</p>	<p>Dean, administration, social workers, advisors</p>
<p>Information will be shared with ALL parents concerning the program. Students applying for the program will be required to submit a parent permission slip.</p>	All parents	9/2015- 6/2016	Dean/ Social Worker
<p>Students will be given the opportunity to gain greater control over school decisions concerning their peers. Students will gain training that will enable them to improve the safety and security of their building, as well as improve relationships with their peers.</p> <p>In the trainings, students will learn to share ideas, elicit the support of school staff for projects, voice opinions, and recommend changes.</p>	<p>Selected mediators</p> <p>All students</p>	<p>9/2015-6/2016 School year</p>	<p>Peer Mediators, Dean, Administration</p> <p>All school</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, student-based Mediation Team should be trained and prepared to start peer mediation for the spring 2016 term.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The major focus of our school is to develop teachers’ expertise in the effective utilization of data in order to better recognize students’ problematic skill sets in the core subject areas. This will allow us to increase our ability to address those skill deficits and enhance differentiation of instruction. Identification of students not making adequate academic progress and putting in place the necessary support, such as Lunch Time tutorials, PM school and Saturday school to allow them to achieve academic success. Identify skill deficits and take the required steps to address those deficits.

Currently, our Inquiry Teams are working on using assessments to inform pedagogical practices and refine curricula to reflect Common Core Learning standards. Teams are in the process of developing assessment tools that will be used to check students’ work and also have students evaluate their performance such as exit slips.

Through past and ongoing Professional Development, our Inquiry Teams are working on using assessments to inform pedagogical practices and refine curricula to reflect Common Core Learning Standards. Teams are in the process of developing assessment tools that will be used to check students’ work and also have students evaluate their performance such as exit slips.

Staff meets regularly to discuss new methodologies for implementation in classrooms. Department conferences and study groups are also opportunities for teachers to meet to discuss and share best practices. Classroom intervisitation among teachers allows them to observe best practices. Teacher’s evaluation sheets turned in at the end of Professional Development meetings help administrators to plan future professional develop.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Examine the systemic changes and explore the challenges currently facing our school at the beginning of the Fall term. Compare the characteristics that have allowed our school to achieve success and identify new challenges. After identifying new challenges, categorize each and create teacher teams to address needs and then recommend changes. All teachers will select a committee to serve. School-based teacher teams will include: Academic Progress, School Culture, Staff Culture, Community Service, Senior Progress, and Special Education. Each committee will create a list of focus items and share with whole staff during the Fall term. A mid semester share out during the spring term will offer updates. Where possible, committees will involve students who will share their concerns with the hope to affect change. The goal is to improve the percentage on our school survey by at least five points for 2015-2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Teacher teams will meet the 1 st and 3 rd Mondays of each month, for Professional Development, Inquiry Team and activity planning. Each meeting will consist of a discussion focus and identified outcome. Lead teachers will conduct the meetings. The administration will share and review feedback and make decisions for planning and implementation of change or support. Paraprofessionals will be included on teams.	9/2015 – 6/2016	9/2015 – 6/2016	Lead Teachers Paraprofessional Administration
One of the teacher teams will be Special Education. This team will focus on the ongoing challenges and progress of all IEP students and programming. If necessary, the Special Education team will inform other teams about the needs of our IEP population.	Special Education Special Education teachers, selected paraprofessionals, minimum of two general education teachers (one from math/ science and one from ELA/SS)	9/2015 – 6/2016	Special Needs Coordinator
Teacher teams will share information with entire staff during whole group, department, and grade team Professional Development sessions. Staff will incorporate information to be used on Tuesday parent communication outreach. Team leaders will communicate with administration and our parent coordinator to ensure parental involvement.	Parent Coordinator/Principal/PA leadership.	6/2015-6/2016	All staff Parent Coordinator
Ongoing collaboration among teachers, support staff, administration, and parent will ensure the presence of parent involvement. Monthly SLT meetings will offer an opportunity for parents to remain engaged. Staff will remain involved at the decision-making level of all aspects at The School for Human Rights.	All Staff	9/2015 – 6/ 2016	All staff Administrator PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Common planning/Professional Development/SLT sessions used to collaborate with entire school community. All teams will have ongoing access to our data sources, including STARS, Jupiter Ed. ATS. Administration remains flexible when planning contractual time on Monday and Tuesday afternoons. Teacher team requests will be honored for additional time and flexibility, when needed.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, administration will review the work of the Department and Inquiry teams to see how much progress have been made to achieve the goal of collaboratively working among teachers.

Progress will be measured by the Professional Development completed in data analysis and the passing rate on unit exams.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> Extended/Additional class periods to allow for instruction and AIS within workshop model format Daily independent reading time with the expectation that each child reads at least 25 books all year Push-in SETSS provider Collaborative Team Teaching in inclusion classrooms. 	One-to-one tutoring Small Group tutoring Regents Targeted Prep Peer Advisors Homework Help Push In and Pull Out resources for Academic At-Risk students Exposure to Reading Resources (i.e.: side-by-side readers, books on CD), Barron’s Online and Rosetta Stone programs (students are given at home access)	Small Group and Individual Tutoring available In class resources provided by support staff Resources available for “check out” for use at home Online access to Interactive Resources	PM school and Saturday School
Mathematics	<ul style="list-style-type: none"> Extended class periods to all for instruction and AIS within workshop model format 	One-to-One Tutoring Small Group Tutoring Regents Targeted Prep Peer Advisors Homework Help Push In and Pull Out Resources for Academic At Risk students Barron’s Online Program in Algebra and Geometry (students are given at home access)	Small group tutorial One to one tutoring	One hour after school Math enrichment class with Impact Math Coaching – (3) times per week P.M. school three (3) times per week Regents Preparation Saturday school
Science	<ul style="list-style-type: none"> One hour after school Science enrichment class with Impact Science Coaching – 3 times per week Extended class periods to all for 	One-to-One Tutoring Small Group Tutoring Regents Targeted Prep Peer Advisors Homework Help Push In and Pull Out Resources for	Small group tutorial One to one tutoring	P.M. school three (3) times per week Regents Preparation Saturday school

	instruction and AIS within workshop model format	Academic At Risk students Barron's Online Program in Living Environment Earth Science Chemistry Physics (students are given at home access) Interactive Software Science 3D Integrated in classrooms		
Social Studies	<ul style="list-style-type: none"> One hour after school Social Studies enrichment class Extended class periods to all for instruction and AIS within workshop model format 	One-to-One Tutoring Small Group Tutoring Regents Targeted Prep Peer Advisors Homework Help Push In and Pull Out Resources for Academic At Risk students Barron's Online Program in Global Studies and US History (students are given at home access.		P.M. school three (3) times per week Regents Prepa-ration Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Pupil Personnel Team, provide individual and group counseling with school social worker and Guidance Counselors Individual/family counseling Conflict resolution and peer mediation training CSE referrals Employment counseling School attendance/dropout prevention not available because there is no permanently assigned Psychologist at the Campus. Social Worker and Guidance 	At Risk Resource Room Testing Modifications Support Services provided where appropriate Small Group counseling One-to-One counseling Family Support Outreach Focus Groups, AIS Focus Sessions (study skills time) Management Test Taking Strategies provided by support team.	Weekly peer mentoring program Small group counseling Classroom presentation One to one counseling	On-going throughout -during the school day.

	<p>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.</p> <ul style="list-style-type: none"> • Teenage sexual harassment • Teenage relationship abuse counseling' • Counseling on STD Workshops on 			
--	--	--	--	--

bullying

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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 by the New York State Department, however, they are still provided with Professional Development by our school and Superintendent's office, to meet the Danielson Framework and Common Core Curriculum Learning Standards expectations. High retention rates, three (3) left teaching to become administrators. Teacher leaders work with the school administrators to help teachers with Professional Development.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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. The Professional Development will focus on refining/improving teachers skills in components 3B, 3C and 3D.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	345,643.00	X	
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. *The School for Human Rights*, 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 the school and the families. The 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 the school community. *The School for Human Rights* 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

The School for Human Rights, 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 531
School Name The School for Human Rights		

B. Language Allocation Policy Team Composition

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

Principal Michael A. Alexander	Assistant Principal Denise Jennings
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Tiffany Rios
Teacher/Subject Area Deslie Alexander (ELA)	Parent Simone Ramlakhan
Teacher/Subject Area Hazel Henry (Math)	Parent Coordinator Jacqueline Cummings
Related-Service Provider Stephanie Kreppein	Borough Field Support Center Staff Member
Superintendent Michael Prayor	Other (Name and Title) Peter Becker (Special Needs)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	429	Total number of ELLs	23	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	15	0	4	3	0	1	5	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	2	0	2	0	1	0	0
Chinese														0
Russian														0
Bengali										1				0
Urdu											1			0
Arabic														0
Haitian						3		1	4	2	2	3		0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1		1	2	1	2		0
Emerging (Low Intermediate)							1							0
Transitioning (High Intermediate)										1			1	0
Expanding (Advanced)							1	2	1	4	2	1	2	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1						0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	3								0
7	2								0
8	2								0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5		3	
Integrated Algebra/CC Algebra	1		0	
Geometry/CC Algebra	3		1	
Algebra 2/Trigonometry				
Math <u>CC Algebra</u>	3		3	
Chemistry				
Earth Science	2		0	
Living Environment	10		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2		0	
Geography				
US History and Government	3		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 Beginners (1), Intermediate (1) and Advanced (1) levels based on the 2014 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 (6th - 1, 7th - 1 and 8th - 1) no other assessment tool is used.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Evaluation of the ELLs' language ability is done first with the NYSITELL exam for new entrants and later through the NYSESLAT which is administered once a year. These examinations provide information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (entering, emerging, transitioning, expanding or commanding). 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 especially with the depth of reading demanded by the Common Core standards

Based on the results of the NYSESLAT of May 2014, the ESL students are at the Beginning (7), Intermediate (3) and Advanced (13) levels. Whether there will an improvement based on the reformed NYSESLAT of 2015 remains to be seen. These results will 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

According to the data provided by the NYSESLAT 2014 results, the students seem to do very well on the spoken part of the NYSESLAT and are weakest in writing. Reading has improved but there is more to be done in this area. More independent reading will be encouraged and we will continue working on reading comprehension strategies. Listening skills also need to improve. We note that our ELLs generally struggle with tests that are heavy in reading, and especially have difficulty with poetry that is loaded with figurative language. This is an area that requires special attention.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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, at the Regents level, 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 ELLs 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 student 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Not applicable as we do not have K-5 classes

6. How do you make sure that a student's new 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other 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).

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. We look at movement across the four skills as well as at the various proficiency levels. Results from the periodic assessments during the year as well as a comparison between the MOSL Beginning of Year and the MOSL End of Year exams, also provide us with good indicators 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, crochet, 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 the CORO Leadership Program.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 NYSITELL 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 NYSITELL 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 NYSITELL eligibility report on the RLER job on ATS. This ATS job keeps us informed of any new student who should take the NYSITELL.

The Pupil Accounting Secretary informs the ENL teacher if there is a possible ELL being registered. The ENL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Identification of SIFE results from student’s response to the NYSITELL as well as through interview with parent or guardian. Over the past year, not student was identified as SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Student’s folders that are forwarded by their previous school indicate is they have IEPs. The Special Needs Coordinator along with the ENL teacher then work with such students to acquire a copy of the IEP and to determine their specific needs, both as special needs and ENL students.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

This school only offers Free Standing ENL with a push in/pull out model. Entitlement letters are sent out explaining this to parents and the alternatives. Over the past year, no parent has chosen an alternative which would have meant moving their child to a school that offers another choice. Non-entitlement letters are also sent to parents when necessary.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

This rights is included in the entitlement letter. No parent has appealed their child's designation over the last year.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After a review of the HLIS and the interview with parent and student is done, the ENL 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 NYSITELL 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. 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 necessary.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Survey are done at school when student registration is done. Our ELL population is small so there is no difficulty in monitoring return of the Program Selection forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

With our small ELL student population, monitoring presents no difficulty.

9. Describe how your school ensures that placement parent notification letters are distributed.

Two copies of each placement letter are given to students to take home to their parents. Parent are asked to sign a copy and return it to the school. This ensures that parents did receive the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is placed in the student's folder which is kept in the main office of the school.

11. 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 NYSITELL) are evaluated on an annual basis through the New York State English as a Second Language Achievement Test (NYSESLAT). We consult the RLER job 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. First of all, we explained the change in format of the NYSESLAT to the students, that the Listening, Reading and Writing modalities now have three sessions. We explained that there is nothing to fear and that the exam will give a better indication of their progress. 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 taking each section. A teacher who has been trained in 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 ENL teacher.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Based on the results of the NYSESLAT exam, a continued entitlement letter is sent to parents. If the student has tested out parents are informed of this and that the students will continue to receive ELL accommodations (separate location, extended time, use of bilingual dictionaries and glossaries) for two years.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 NYSITELL 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 2014-15 school year, the NYSITELL was administered to 2 new high school students (one Haitian and one Panamanian), both of whom were classified as Beginners (Entering), one in 9th Grade and the other in the 11th Grade. Their parents chose to allow these students to stay at this school in the ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

The School for Human Rights is a 6 – 12 school that currently provide 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 Wingate 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 meals.

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 pull out/push-in of ENL and SETSS teachers in the majority of our classrooms, and have capped class size at around 30 students, and where possible have reduced that number even further. Currently three of our staff are fluent in Spanish, with 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. ENL classes are of the Push In/Pull Out model and instruction is provided by the ENL teacher.

- b. TBE program. *If applicable.*

Not applicable as we offer no TBE program.

- c. DL program. *If applicable.*

Not applicable as we offer no DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ESL classes are done using a Push-in/Pull-out model, along with an ungraded 9th period for all ENL students from Monday to Friday. The ELLs are also programmed in CTT classes where they are offered extra help.

Content area teachers (the 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 ENL 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 (7), Grade 10 (3), Grade 11 (3) and Grade 12 (3). Lunch-time tutoring and well as after-school classes are also offered, especially in reading writing. Help with homework in all content areas is also offered on an individual basis 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) Entering (Beginners)

- after-school tutoring - average of 4 days x 40 minutes = 160 minutes
- average of 80 minutes per students per day in push-in/pull out activities = 400 minutes
- TOTAL: average of 560 minutes

(b) Emerging & Transitioning (Intermediate)

- after-school tutoring - average of 4 days x 40 minutes = 160 minutes
- average of 40 minutes per student per day in push-in/pull-out activities = 200 minutes
- TOTAL: average of 360 minutes

(c) Expanding (Advance)

- after-school tutoring 2 days x 40 minutes = 80 minutes
- average of 40 minutes per day in push in/pull out activities = 200 minutes
- TOTAL : average of 280 minutes

3. Describe how core content is delivered in each program model. 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 NYSITELL 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 ENL teacher provides this support when pushing in and during lunch and after-school tutoring.

Six of our ENL 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 home languages throughout the year?
ELLs are not evaluated in their home language in this school.

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

Regular NYSESLAT-like evaluations are done with the ELLs at the end of each marking period. These exams are taken from Empire State NYSESLAT produced by Continental Press. Accompanying CD's are used for the listening modality. These evaluations also serve to get the students accustomed to the format of the exam. We expect to acquire similar texts that mirror the new format of the NYSESLAT for use with our ELLs in the upcoming academic year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. ELLs who are SIFEs receive daily instruction in ESL and ELA. In their content area classrooms, they are monitored by the ENL 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) 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 for 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 and the ENL teacher.

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 after-school and Saturday school tutoring.
- 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 in class and for exams. They are assigned to General Education classes and are offered after-school and Saturday School tutoring (in English).

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

There have been no re-identification of ELLs so there was no need to monitor whether any such student has been adversely affected. We do not expect to have any of our present student re-identified in the near future.

8. 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?

Among our ELL population, there are 6 students also designated SWDs. These students range from 6th Grade (2), 7th Grade (1), 8th Grade (1) and 9th Grade (2). The two Special Needs teachers work closely with these students using the Push-in and Pull-out approach so that they may receive services in accordance with their IEPs. They work in collaboration with the ENL and ELA teachers to identify students' individual needs and in planning lessons for them. Because of the small number in each grade level, the material used is more often than not teacher-created.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Special Needs teachers work with the ENL teacher to plan for the ELL-SWD. In content area classes, teacher push in to help SWD with comprehension of the material. With the aim of improving their English proficiency, especially in Reading and Writing (their Listening and Speaking are generally at grade level) the teacher work closely with the ENL teacher. In addition, these students are each assigned a para-professional to help them in their classes.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

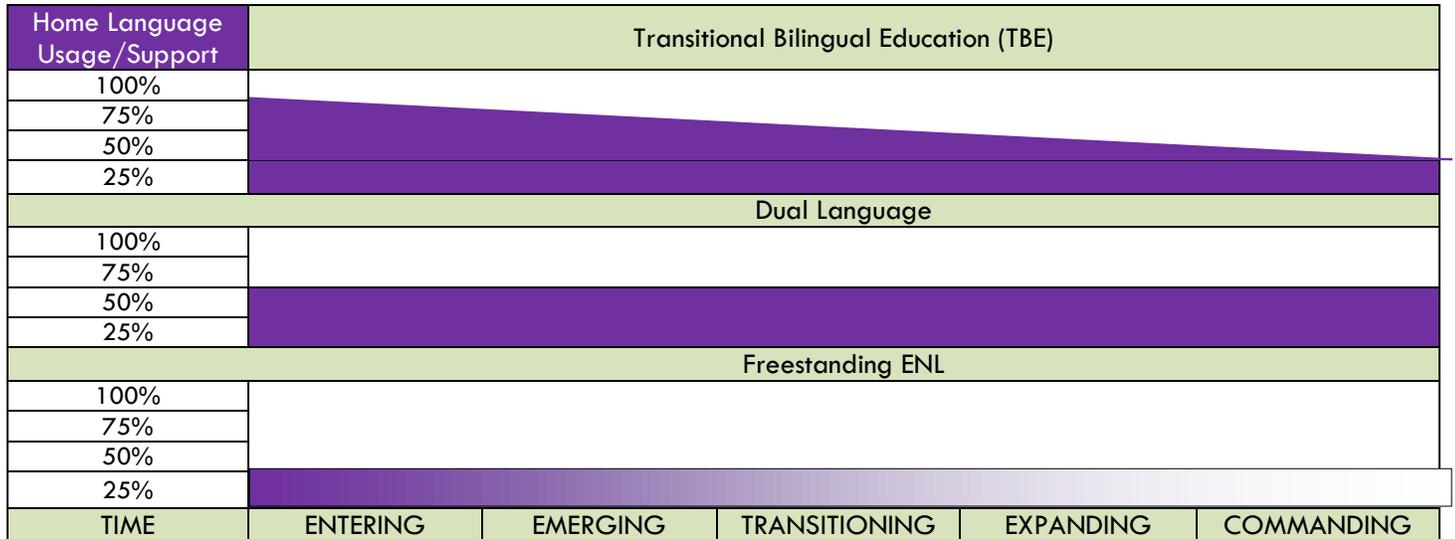


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL teacher who pushes in and through a bilingual para-professional in the classroom. Separate one-on-one tutoring time during the lunch 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 ENL dictionaries and glossaries in the classroom and in examinations. Students taking Regents exams are taught how to access and use websites such as "regentsprep.org" and "khanacademy.org" which offers on-line tutoring as well as past Regents exam papers for practice purposes.

11. 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 2014 indicate that our current program has been effective for the majority of students. A comparison of the results from 2014 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. The two students who took the ELA exam all gained level 1 (1.52 and 1.79). Three students took the Math exam with both gaining level 1 (1.79, 1.76 and 1.38). At the 8th grade Science exam, both students who took the exam gained level 1. The problem seems to be a deficiency in overall reading comprehension, as borne out by the NYSESLAT 2014 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 ENL 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.

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

In the general ELL population in the Middle School, the plan is use the Fountas and Pinnel reading program to assessment the beginning students' reading levels furing the 2015-16 school year. This will include Middle School ELLs and will be an important tool for assessing their reading competence.

13. 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.

14. 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.

15. What instructional materials, including technology, are used to support ELLs? Include core 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 equipped 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 in lessons. 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 the 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), Readings in English 1 and 2; A New Beginning: An ESL Reader.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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 the 1 student but this does not present a challenge as his entry level English is quite good. ELLs are also offered relevant glossaries and bilingual dictionaries and are guided on how to use these.

17. Explain how the school ensures all required services/resources support and 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. Our ELL-SWD are also pulled out by the Special Needs teachers for Resource Room assistance.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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. There is also a month-long Bridge Program for those entering the 9th Grade. New ELLs entering the 9th Grade are part of this program.

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.

19. What language electives are offered to ELLs?

Our school offers Spanish and French as language electives for all high school ELLs and Spanish in the 8th Grade. 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 exam at the Regents level.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not offer a dual language program because of the low numbers of ELLs and so lack of resources.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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 of 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 MOSL (BOY and EOY) assessment item analysis to gather relevant data that can drive instruction.
- Accessing and understanding students' IEPs so as to be aware of their needs and accommodations (run by the School-based Support staff).

Workshops off-site include:

- NYSESLAT administration and scoring of the writing modality.
- Professional Development workshops offered by the Office of English Language Learners.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

In-house training of teachers in understanding and implementing the CCLS in all disciplines along with workshops on realigning curriculum to CCLS across all content areas.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

This is a 6-12 school. Most teachers teach at both levels. Some would have helped to administer the NYSESLAT exams and to score the writing modality. The students who move on from the 8th (middle school) to 9th grade (high school) would have already known their high school teachers. In addition, the ENL teacher reviews the NYSESLAT results with the relevant high school teachers so they may begin to understand the level and needs of the ELLs. There is also the Summer Bridge Program for these students in ELA, Math and Science.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

- Training of teachers on understanding and implementing the CCLS and how these will effect the teaching of ELLs.
- Examining IEPs to understand students' needs and accommodations as these relate to the teaching of our ELL/SWDs.
- Professional Development workshops for all teachers that focus on addressing the needs of ELLs in content areas.
- Regular Professional Development workshops offered by the OELL.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We offer Parent Involvement Workshops three times a semester. ELL's parents are also invited. We encourage our ELL to urge their parents to attend. The Parent Coordinator also make contact with all parents (which includes ELL parents). At these meetings, teachers and para-professional are on hand to help with interpretation if necessary. In some cases, we have noted that the ELLs have helped their parents with interpretation.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Some ELL parents are involves in a number of activities including helping to prepare for and attending our annual Cultural Arts Festival. They also help to pack and sell school uniforms. The Parent Coordinator is in regular contact with all parents (which includes ELL parents.) All are invited to attend College and Career Planning evenings and Financial Aid Workshops for parents and students in the 11th and 12th Grade.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? No. Our small ELL population along with the fact that they are scattered from Grades 6 to 12 make it difficult to provide workshops and services to the parents.

5. How do you evaluate the needs of the parents?

We interview parents at registration and during school visits but these meetings are more geared towards discussing the needs of the students rather than the needs of parents.

6. How do your parental involvement activities address the needs of the parents?

At our Parent Involvement Workshops, we discuss promotion and graduation requirements and our grading policy so the parents may be better able to monitor the progress of their children. In addition, all teachers use the JupiterEd online grade book system and parents are given passwords so they may observe and discuss the grades with both their children and teachers. JupiterEd also provides a means to communicate with the teachers by email.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>The School for Human Rights</u>		School DBN: <u>17K531</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael A. Alexander	Principal		
Denise Jennings	Assistant Principal		
Jacqueline Cummings	Parent Coordinator		
Philip Naraine	ENL/Bilingual Teacher		
Simone Ramlakhan	Parent		
Deslie Alexander	Teacher/Subject Area		
Hazel Henry	Teacher/Subject Area		
	Coach		
	Coach		
Tiffany Rios	School Counselor		
Michael Prayor	Superintendent		
	Borough Field Support Center Staff Member		
Stephanie Krepplein	Other <u>Related-Service Prov</u>		
Peter Becker	Other <u>Special Needs Coord.</u>		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K531**

School Name: **THE SCHOOL FOR HUMAN RIGHTS**

Superintendent: **Michael Prayor**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

In addition, such data could be accessed through ATS job "BIOS" (Biographical by student) which include the student's home language, as do data from student's Blue Cards. Another important source of information is Parent Survey which parents their preference of language for written communication from and to the school. Teachers also collect data on their students and their survey include languages spoken by the students and their preference for communication purposes.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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.

The languages of preference for oral communication are:

1. Haitian Creole
2. Spanish
3. French

For written communication there are:

1. Spanish and French.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our ELL population is very small and parent-school communication does not present any difficulty. In fact, most parents prefer oral communication (face-to-face or by phone). All documents sent to parents are translated in-house. We have not as yet had to request the services of the Translation and Interpretation Unit.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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

services for our Arabic and Urdu speaking parents

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our ELL number is very small (15). Members of staff (teachers and paraprofessionals) provide all our interpretation needs. If there is need for translated documents, we refer to the Translation and Interpretation Unit intranet site.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Members of staff (teachers and paraprofessionals) has been able provide all our interpretation needs in Spanish, Haitian Creole and French which are the languages of ELLs and their parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All teachers are made aware of in-house interpretation and translation services. They have a copy of the "I speak" card" to use in case they are approached by a parent who speaks no English. But, our teachers know the parents of all our ELLs because of the small number of ELLs in this school.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

Welcome Poster

- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We use translated documents from the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport_and_interpretatin_unit. At such meetings, members of staff are available to help with interpretation.

There also signs in various languages identifying bathroom and main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

At meetings (i.e. parent/teachers conferences) we regularly ask those parents who attend if there is any problems with understanding what is being said to them or if there are able to be understood. At such meetings, members of staff are available to help with interpretation.