



HIGH SCHOOL FOR CIVIL RIGHTS

2008- 2009

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 19K504/BROOKLYN DISTRICT 19
ADDRESS: 400 PENNSYLVANIA AVE.
TELEPHONE: 7189226289
FAX: 7189227253

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 504 **SCHOOL NAME:** High School for Civil Rights

DISTRICT: 19 **SSO NAME/NETWORK #:** Knowledge Network

SCHOOL ADDRESS: 400 Pennsylvania Ave.

SCHOOL TELEPHONE: (718) 922-6289 **FAX:** (718) 922-7253

SCHOOL CONTACT PERSON: _____ **EMAIL ADDRESS:** _____

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Michael Braddock</u>
PRINCIPAL	<u>Michael Steele</u>
UFT CHAPTER LEADER	<u>Steven Sibol</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Deloris Davis</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>Candice Miller and Claudia Atkins</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Linda Waite</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Michael Steele	*Principal or Designee	
Steven Sibol	*UFT Chapter Chairperson or Designee	
Deloris Davis	*PA/PTA President or Designated Co-President	
Michael Braddock	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Claudia Atkins and Candice Miller	Student Representative, if applicable	

- Core (mandatory) SLT members.
- Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PART I: SCHOOL VISION AND MISSION – State the vision for your school community and your school's mission that reflects its intent to achieve this vision. (Note: The school's vision and mission must articulate high expectations for all students.)

Our mission at the High School for Civil Rights is to create and maintain a true learning community that will utilize the strengths of parents, students, staff, the community and our lead partners in having all students meet and exceed the state mandated standards. Our students will empower themselves with opportunities to achieve personal success and make valuable contributions to the global society.

We believe that through the application of technology to enhance instruction our educational community will reach its fullest potential inculcating the key principles and best practices based on research.

We will empower our special needs populations by being inclusive in teaching and learning, providing parents the necessary resources and support to enrich their children's learning experience as well.

The High School for Civil Rights is a dynamic institution dedicated to providing high-quality educational programs as well as emphasis in issues relating to civil rights awareness. All students will be provided with an academically rigorous college preparatory program and leadership roles in business and the professions in addition to ensuring a safe and nurturing environment.

The High School for Civil Rights has a planning team which includes school administrators, teachers, parents and students as well as representatives from the lead and collaborating partners, the North Brooklyn YMCA, Hofstra University and the United Community Center. We're dedicated to the ideology of civil rights and community activism into the classroom. In order to ensure that all students at the High School for Civil Rights (HSCR) succeed, students with special needs and English Language Learners (ELL) will be provided with additional supports. Classrooms will be comprised of heterogeneous groups and staff through the use of learned professional developments techniques will provide differentiated instruction to address the needs and styles of ELL and students with special needs. Instructors will incorporate project based activities and cooperative learning techniques. In addition the special education teachers will work alongside the general education teachers to provide a continuum of services. However, all students including ELL students and those with special needs will be held to the same high expectations around learning and achievement.

The curriculum is designed around specific themes related to civil rights. Themes are infused throughout all content areas particularly in civil rights classes and extended day programming. Major themes include Voting Rights, Civil Law, Criminal Law, Tolerance, Diversity and Law, & Government.

Students are required to meet the performance standards in all subject areas. In all content areas, students will listen, speak, read and write for information and understanding. The students as listeners and readers will collect data, facts, ideas, and discover relationships, concepts and generalizations and use knowledge generated from the theme of the civil rights movement and current

issues in the civil rights. As speakers and writers, they will use oral and written language that follow accepted convention of the English language to present from a variety of perspectives, their opinions and judgments and experiences, ideas information and issues.

The majority of our students are not meeting city and state standards in English Language Arts and Mathematics. Student achievement trends indicate that of the students for whom data is available, 80% of those students are not reading on or above grade level. Fifteen students are English Language Learners and Forty-three students have Individualized Education Plans which places them in Special Education. During the first term less than half of all the students passed all credit bearing courses.

The High School for Civil Rights is dedicated to empowering students and staff by providing them with the resources that they need, including high-interest, age and reading level appropriate books and supplies. We will continue to provide common planning time for staff members and administration in order to share ideas and concepts to improve learning outcomes. General education teachers and special education teachers will continue to meet for lesson planning to ensure the infusion of instructional strategies to meet needs of both general education and students with special needs. Funds will be used to train teachers, purchase materials and provide instruction in the following areas:

- Wilson Reading Program
- Read 180 Literacy Program
- Schools Attuned

Professional Development

- Using Data to Drive Instruction
- Differentiated Instruction
- Interactive Teaching
- Collaborative Team Teaching
- Modification of Instruction
- Inquiry Team Implication for the School
- Adaptation of Instruction
- Learning Styles
- New Continuum
- Classroom Management
- ARIS and Assessment
- Alternative Assessment
- IEP Development
- Resiliency

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	High School for Civil Rights			
District:	19	DBN #:	19K504	School BEDS Code #: 331900011504

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		76.4	76.9	81.0		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Mobility:					
Grade 2	0	0	0	(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		82.8	86.9	85.5		
Grade 4	0	0	0						
Grade 5	0	0	0	Eligible for Free Lunch:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		88.2	86.9	85.5		
Grade 8	0	0	0						
Grade 9	128	136	148	Students in Temporary Housing:					
Grade 10	66	96	108	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	58	68		1	2	8		
Grade 12	0	1	59						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary	1	0	2	(Total Number as of October 31)	2006	2007	2008		
Total	195	291	385		5	2	2		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	0	1	0						
No. in Collaborative Team Teaching (CTT) Classes	29	39	52	Principal Suspensions	9	14	19		
Number all others	0	1	0	Superintendent Suspensions	18	23	24		
<i>These students are included in the enrollment information above.</i>									
Special High School Programs:									
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008		

DEMOGRAPHICS							
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	13	12	15	Number of Staff:			
# ELLs with IEPs	0	0	2	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	10	12	23
				Number of Administrators and Other Professionals	2	5	10
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	N/A	2
	7	12	24				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.0	0.3	0.8	Percent more than two years teaching in this school	0.0	16.7	20.8
Black or African American	75.4	77.3	78.4	Percent more than five years teaching anywhere	10.0	33.3	58.3
Hispanic or Latino	22.6	21.0	19.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.7	0.8	Percent Masters Degree or higher	30.0	92.0	83.0
White	1.0	0.7	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	61.2	84.7	100.0
Multi-racial							
Male	50.8	49.1	50.9				
Female	49.2	50.9	49.1				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
		<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	IGS

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:		Math:	IGS		
	Science:		Grad. Rate:	PENDING		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	
Ethnicity						
American Indian or Alaska Native						
Black or African American				√	√	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				INS	INS	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject				4	4	
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	C	Overall Evaluation:	√
Overall Score	37.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	4.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	24.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	1	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The High School for Civil Rights consists of 98 ninth graders and is in its fourth year of existence. An analysis of the data indicates that there is a need for enrichment in the area of ELA. Over half of the ninth graders did not pass their English class in the first grading period of the second semester.

1. Eighty percent of students entering grade 9 in September 2004 scored a level I or II on the 2003-2004 standardized NYS ELA assessment.
2. Eighty percent of students entering grade 9 in September 2005 scored level I or II on the 2003-2004 standardized NYC assessment.
3. Forty percent of 9th graders achieved passing grades in ELA for the fall 2004 semester.
4. Sixty one percent of 9th graders accumulate 10 or more credits in their first year.
5. Thirty two percent of students in the school lowest third accumulate 10 or more credits in their 1st year (2008).
6. Fifty five percent of students accumulate 10 or more credits in their second year (2008).
7. Forty two percent of students in the school's lowest third accumulate 10 or more credits in second year (2008).
8. Fifty one percent of students accumulate 10 or more credits in their third year (2008).
9. Thirty six percent of students in school's lowest third accumulate 10 or more credits in their third year (2008).
10. Fifty two percent of our students have passed NYS Regents in English Language Arts in 2008.
11. Thirty six percent of our students have passed NYS Regents in Mathematics in 2008.
12. Ninety five percent of our students have passed NYS Regents in Science in 2008.
13. Forty percent of our students have passed NYS Regents in Global History in 2008.
14. HSCR graduation rate was less than fifty percent in June 2008.
15. HSCR received a B for School Environment and a B for Student Progress in 2008.

Implications for the Instructional Program:

In our school year 2008/2009 we will continue our newly implemented after school English Enrichment Program. To increase literacy we have extended our balance literacy program to include the Civil Rights classes. In all Civil Rights classes students are required to engage in quantitative analytical reading activities. Students will be placed in an extra Reading Immersion class to improve literacy.

1. "Read 180" literacy support software program will continue to be implemented in ELA classes serving students who have been identified as Level I or II by ELA assessments.
2. AIS programs will continue to be implemented in double period ELA classes for Level I and II ninth year and 10th year students as well as in tutorial classes scheduled for PM school.
3. A CTT special education program will continue to be implemented for students with I.E.Ps incorporating the services of a special education teacher.
4. ELL students will continue to receive services via a pull-out program utilizing the services of a shared ELL teacher.
5. All 10th and 11th grade students will be programmed for a SAT prep class designed to support and enhance their achievement in ELA as well as to maximize their achievement on the PSAT and SAT exams.

Data Analysis/Findings – Math:

The High School for Civil Rights consists of 98 ninth graders and 100 10th grade students in its second year of existence. An analysis of the data indicates that there is a need for enrichment in the area of Math. Twenty eight percent of the ninth graders did not pass their Math class in the first grading period of the second semester.

1. Eighty percent of students entering grade 9 in September 2004 scored a level of I or II on the 2003-2004 standardized NYS mathematics assessment.
2. Eighty percent of students entering grade 9 in September 2005 scored a level I or level II on the 2003-2004 standardized NYC mathematics assessment. Outcomes of the 2004-2005 assessments were not available at the time this document was prepared.
3. Sixty-one percent of grade 9 students achieved passing grades in ELA for the fall 2004 semester.
4. Thirty six percent of our students have passed NYS Regents in Mathematics by 2008.

Implications for the Instructional Program:

The High School for Civil Rights has implemented the Jefferson Math Project. This program was created by our Math teacher Mr. Steven Sibol. The program consists of a database of Math Regents Examination questions which consists of a database of Regents Examination questions, which coincides with the text *New York Math A* by Prentice Hall. The Jefferson Math Project (JMAP) integrates the regents questions with algebra and geometry libraries in worksheet builder, a program available to all New York City High School Math teachers. The CD includes over 350 worksheet templates with Regents and non-Regents questions. High School for Civil Rights also utilize Eduware Test Maker Wizard Programs with questions based on the New York State Regents.

Level 1 and Level 2 students are also programmed for Math Enrichment. During Math Enrichment the teacher utilizes the New York Math A or Integrated Mathematical Skills and Concepts Review student workbook. This will give students topic –by–topic practice and review to support the New York Math A or Integrated Math.

1. An AIS math enrichment program will be implemented in double period classes scheduled for all level I and II ninth year students.
2. PM and Saturday school tutorial classes, enrichment and tutorial classes in mathematics will be offered to all students.
3. All 10th year students will be programmed for an SAT prep class designed to support and enhance their achievement in mathematics as well as to maximize their achievement on the PSAT and SAT exams.

Data Analysis/Findings – Science:

The High School for Civil Rights consists of 98 ninth graders and 100 10th graders in its second year of existence. An analysis of the data indicates that there is a need for enrichment in the area of Science. Over seventy percent of the ninth graders did not pass their science class in the first grading period of the second semester.

1. Forty seven percent of grade 9 students entering in September 2004 achieved passing grades in the Living Environment course for the fall of 2004 semester.
2. A review of student records and teacher assessments indicates a tentative passing percentage of 60% in June 2006. Students achieving passing grades in June will be given credit for the entire school year.
3. Ninety five percent of our students have passed NYS Regents in Science by June 2008.

Implications for the Instructional Program:

Teachers in all subject areas have received Professional Development that offers strategies to help students become successful in passing the Living Environment Regents. Failing students have been programmed for Living Environment PM school that meets five days per week for 2 hours. In addition, tutoring is offered five days a week. Review and update of the curricula to ensure that they are standards based and follow a well designed calendar of lessons.

1. The correlation between literacy skills and students scores in science indicates a need for an increase literacy component in the science. This will be achieved by differentiating instruction by introducing supplementary readings matched to individual skill levels.
2. To assist students with poorly developed literacy skills additional hands-on laboratory components will be infused into the science curricula in both 9th grade Living Environment classes and 10th grade Earth Science classes.
3. PM school and a week-end academy will be organized to provide Living Environment classes for students who failed to earn Science credit during the 2007-2008 school years.
4. AIS program will be provided via tutorial offered during PM school and included in the week-end academy.
5. Needs of special education students will be met through CTT classes.
6. Needs of ELL students will be met through supplementary instruction provided by an ESL teacher.

Data Analysis/Findings – Social Studies:

The High School for Civil Rights consists of 98 ninth graders and 100 10th graders in its second year of existence. An analysis of the data indicates that there is a need for enrichment in the area of Social Studies. Over half of the ninth graders did not pass their Social Studies class in the first grading period of the second semester.

1. Seventy seven percent of grade 9 students entering in September 2004 achieved passing grades in Global Studies for the fall 2004 semester.
2. A review of student records and teacher assessments indicates a tentative passing percentage of 60% or higher in June 2006. Students achieving passing grades in June will be given credit for the entire school year.
3. Forty percent of our students have passed NYS Regents in Global History by June 2008.

Implications for the Instructional Program:

Tutoring is being offered. In addition, an extra project has been assigned to help students improve their grades. Professional development will be provided to ensure all content knowledge is accurate and up to date.

1. The correlation between literacy skills and student scores in social studies indicates a need for an increased literacy component in the Global Studies classes. This will be achieved by implementing a program of differentiated supplementary readings matched to students' skill levels. Reading supplements will include novels, periodicals, newspapers, and original documents edited to adjust for individual student needs.
2. Project based instruction will be implemented to increase levels of motivation and achievement and enhance literacy skills.
3. Students who failed to earn credit for Global Studies during the 2005-2006 school years will be provided with opportunities to earn these credits through classes offered in PM school or week-end academy.
4. An AIS program is implemented through tutorial offered during PM school or as part of the week-end academy.
5. CTT classes in Global Studies are implemented to meet the needs of special education students.
6. ELL students receive supplementary instruction and support in classes taught by an ESL teacher.
7. ELL students are now able to utilize the Read 180 program to improve their reading skills.
8. ELL students are now provided with SMART BOARDS to infuse technology and enhance differentiation of instruction in the classroom.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal Number 1	
Goal	To accelerate reading skills for our school's students performing in the lowest level.
Measurable Objective	Increase the number of students in the school's lowest third scoring at the 3 rd quartile or better on predictive assessment by 14%. There are 140 students in the lowest one third.
Action Plan	We will use benchmark data to differentiate and inform instruction. Teachers will attend professional development conferences and build capacity. Teachers will use portfolio assessment and report cards to track students' progress.
Evidence	This can be attained in either ATS or ARIS report. We will use results from predictive assessments and Customized Acuity Assessments.

Goal Number 2	
Goal	To improve our students' passing rate in 9 th grade Math.
Measurable Objective	To increase the 9 th grade math pass rate by 18%. (Last June we had a 24% math pass rate for 9 th grade students. This figure represents 22 students passing with 65 and above in Integrated Algebra. This year in order to achieve our goal, we need 39 students to pass math in the 9 th grade in NYC Regents).
Action Plan	<p>Will hold study groups in the subject area. Create intervisitation schedule for teachers.</p> <p>Students will be tested periodically through Scantron. Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Scantron generated data and classrooms data will be used by teachers to differentiate instruction.</p>
Evidence	<p>The evidence would be a copy of the Scholarship Report from HSST.</p> <p>Improvement in student engagement.</p> <p>Improvement in student performance and credit accumulation.</p> <p>Improvement in the quality of students' work. Improvement in attendance among all grade levels.</p>

Goal Number 3	
Goal	To increase the number of teachers participating in inquiry teams.
Measurable Objective	To engage 90% of teachers in inquiry team work by June 2009 (In HSCR there are 28 teachers, at least 25 teachers will engage in inquiry work).
Action Plan	All teachers will identify the students that are directly involved in the inquiry team. Members of the inquiry team will present the data to all staff members during professional development. Teachers will differentiate instruction to address the needs of these students. Students will be allowed to attend PM school and Saturday School tutoring. Students will also receive skill enrichment during the 9 th period.
Evidence	Copy of CFI interface documentation on each of the school's inquiry teams and documentation from interface of number of participating teachers. Study Group Agendas Professional Development Agendas

Goal Number 4	
Goal	To increase the number of teachers implementing differentiated instruction in their classrooms
Measurable Objective	To develop weekly professional development program that will have at least 50% of the 28 teachers in the school participate and implement differentiation of instruction in their classroom.
Action Plan	<p>On-going weekly study group sessions among departments and by grade levels.</p> <p>Use mentors, coaches, assistant principal and data specialist to provide professional development on a weekly basis.</p> <p>All teachers are scheduled for common preparatory time during the seventh period. During this time teachers will meet as departments or according to grade levels. Daily study groups are conducted during this period.</p> <p>Teachers will inter-visit class rooms. Use resources from LSO.</p>
Evidence	<p>Provide sign in sheets and agendas for the PD sessions.</p> <p>Minutes from PD sessions.</p>

Goal Number 5	
Goal	To develop coherent curriculum across multiple grades in English
Measurable Objective	Engage each grade level team in curriculum mapping effort to horizontally and vertically align curriculum in ELA.
Action Plan	I will use mentors, coaches, assistant principal and data specialist to provide professional development on a weekly basis. All teachers are scheduled for common preparatory time during the seventh period. During this time teachers will meet as departments or according to grade levels. Daily study groups are conducted during this period. Teachers will inter-visit class rooms. Use resources from LSO.
Evidence	Vertically and horizontally aligned curriculum map at each grade level.

Data Analysis/Findings – Foreign Language:

1. Foreign language was offered to 10th and 11th grade class at the High School for Civil Rights during the 2005-2006 school year. A total of 88.57% of the students passed Spanish in the fall term and 71.88% of the students passed Spanish term second marking period 2.
2. Foreign Language is offered to all students in the 10th and 11th grades.
3. In June 2008, the school received a 100% pass rate in Foreign Language.

Implications for the Instructional Program:

Research foreign language programs, curriculum, provide professional development to develop curriculum in foreign language, and provide support needed to write new curriculum materials.

Data Analysis/Findings – The Arts:

Project ARTS must be expanded to serve a large student population. An ARTS sequence leading to a Regent in this area must be established.

Two 10th grade classes were offered introducing music during 2005-2006.

Music is offered to 10th, 11th and 12th graders 2005-2006.

Required art is also offered to all students.

Implications for the Instructional Program:

1. Provide the professional development needed to support the arts program in courses to be established. Develop collaboration in the community with museums, libraries, and local business.
2. Incorporate Civil Rights Tour to provide experience with landmarks in Civil Rights movement.
3. Expand the music program to include all 10th and 11th grade students for academic year 2007-2008.

CURRICULUM AND INSTRUCTION

Data Analysis/Findings:

Analysis indicates that there is a need to strengthen the instructional program in all curricula areas to improve student achievement from grade 9 to 12.

1. Ninth year students are scheduled for a program which includes the following classes: English (double period); Math A (double period); Global Studies; Science; Physical Education. Students will also participate in a credit bearing Civil Rights program.
2. Tenth grade students will be scheduled for a program which indicates the following classes: English; Math A; Global Studies; Chemistry or Earth Science; SAT prep; Physical Education. Students will also participate in a credit bearing Civil Rights program.
3. A review of student records and teacher assessments indicates that 65% of 9th grade students currently enrolled at the High School for Civil Rights will pass all of their classes in June 2008.

Currently evaluations also indicate that 25% of ninth grade students pass three of their classes and 10% will fail all their classes.

4. AIS will be provided across the curriculum during the 2005-2006 school year through tutorials and study sessions offered during PM school and Saturday academy.

Implications for the Instructional Program:

Use of Instructional Support Specialist in Collaborative Team Teaching Class and to drive regional initiatives and school instructional initiatives. We will address disciplinary concerns to facilitate instructional delivery, through the use of a SAVE Room and In –House Suspension procedures. We will insure that every student has a textbook and/or workbook for home and class use. Integrate literacy strategies across all content areas. Implement the Prentice Hall New York Math program that is fully aligned to the N.Y.S. Core Curriculum Standards for Math A. Incorporate Jefferson Math A Project (JMAP) to meet the needs of all students. This program will improve grades on standardized tests such as the Math Regents and teacher made assessments. Incorporate READ 180 program to improve literacy skills and the Wilson Reading Program for students with special needs. Integrate numeracy strategies and techniques in all content areas. Reviewing and updating curricula and selecting new courses to enhance the instructional program. Infuse Civil Rights theme throughout the curriculum with emphasis on literacy. Train teachers in the strategies of making connections across the curriculum.

1. There is a high correlation between student’s deficiencies in literacy skills and academic outcomes indicating a need to increase literacy components in all disciplines. This will be achieved through an increase in differentiated supplementary readings. In addition, all level I students in grades 9 and 10, and level II students in grade 9, will be programmed for “Read 180” instruction as a supplement to their ELA classes. Teachers will be provided with professional development in the appropriate use and applications of the “Read 180” program.
2. Differentiated instruction will be provided through applications of the “workshop model” of instruction in all classes. Literacy capacity among students will be increased through application of the “balanced literacy” model.
3. PD for applications for the “workshop model” and “balance literacy” approach to teaching and learning will be ongoing throughout the 2007-2008 school year.
4. AIS will be provided to targeted students, beginning in September 2006, in all disciplines.
5. Skills deficient entering 9th year students will be identified for participation in a “bridge” program.
6. All students will be given opportunities to participate in tutorial and other academic support programs offered in PM school and in the Saturday academy.

USE OF TECHNOLOGY

Data Analysis/Findings:

An analysis of the data indicates that the integration of technology needs to be more evident across the curriculum.

1. One hundred percent of the High School for Civil Rights students have had the opportunity to use computers in the library and the computer lab to conduct research and complete writing assignments. We have installed SMART BOARDS in all science and social studies class rooms. We are currently installing SMART BOARDS in the English Department.

UPDATED – OCTOBER 2008

Implications for the Instructional Program:

Integration of technology in all subject areas with an increased use of computers, smart boards, Lcd projectors, calculators, video and audio equipment, TV's and VCRs.

1. Professional Development on the use of computers in classrooms and related study will be part of the ongoing mandated PD program for all teachers.
2. Computer simulations will be used to enhance laboratory work in all science classes.
3. Computer based research will be required for completion of individual and/or group projects in all subject areas.
4. A bank of desktop computers will be available in the library for student use after school. These computers will be available for AIS programs and supplementary work for ELL students during PM school hours. The library will remain open on Mondays through Fridays until 5 p.m.

LIBRARY MEDIA

Data Analysis/Findings:

Students have access to the library during lunch period and five days per week after school. Headsets are also available.

One hundred percent of our students have visited the library with their teachers to conduct research at least five times during the year. Twenty-five percent of our students use the library at least once a week.

Implications for the Instructional Program:

Continue to provide access to the library during lunch periods and after school.

Update computer software to latest version.

Make headsets available for student use.

Implement coordination between librarian and content area teachers to obtain appropriate content area software for student use. Library access will be increased through use of literacy grant to incorporate media services into the library

PROFESSIONAL DEVELOPMENT

Data Analysis/Findings:

An analysis of the data indicated that professional development of all staff must be undertaken to strengthen the instructional program in all academic areas, especially literacy.

1. Fifty percent of the current and newly hired staff is either new to teaching or new to teaching in this country.

Implications for the Instructional Program:

1. Teachers need ongoing professional development in areas related to New York State Regents Protocols.
2. Teachers need ongoing professional development in instructional strategies that improve student literacy. To improve literacy the READ 180 program has been purchased, one component of the READ 180 program is to provide Professional Development to improve literacy.
3. Professional Development will be conducted before and after school to address improvement of achievement across the curriculum.
4. Teachers will receive professional development from the Principal, Network Leader and Instructional Support Staff will assess needs, monitor and provide instruction and professional development.

UPDATED – OCTOBER 2008

5. Teachers will receive training in the implementation of the CTT model of instruction as well as strategies to provide instruction to ELL students.

STUDENT ATTENDANCE

Data Analysis/Findings:

1. The High School for Civil Rights has an overall attendance rating of 72% for the year 2004-2005 and 82% for year 2007- 2008, according to the Department of Education, and ATS computer records.
2. Phone calls to parents and parent conferences indicate that many students have poor attendance due to home, external, social and/or emotional situations or conflicts and also economic factors.

Implications for the Instructional Program:

1. A guidance counselor, attendance teacher, parent coordinator, and two family workers are hired to implement the attendance plan.
2. A computer based communication system for automatic telephone calls to parents to immediately notify them of daily attendance/lateness is currently in place.
3. Teachers will be encouraged to develop a welcoming and nurturing environment for students. A guidance counselor, social worker and parent coordinator will monitor at-risk students.

Data Analysis/Findings:

1. **Attendance rate was 72% for the 2005-2006 school year and improved 82% 2007-2008.**
2. Thirty percent of the Civil Rights students fails 3 or more classes in January 2005. A similar pattern is noted for the current semester.
3. Twenty five students received principal or superintendent during the 2004-2005 school year.

Implications for the Educational Program:

1. Students social worker needs to have increase contact with CBO/YMCA programs
2. Two family workers are in place. We will continue to work with the attendance teacher and the school psychologist assigned to the Thomas Jefferson High School Campus to address the emotional need of the students at the High School for Civil Rights.
3. Teachers' programs will include time for case conferencing for at-risk students.
4. Students will continue to be offered opportunities such as PM school, Reading Immersion, Math Enrichment to increase achievement.
5. In class recognition, school wide assemblies will be conducted to celebrate achievement.
6. Students will be given the opportunity to become eligible for monthly student achievement awards.
7. Display positive stay in school success slogans to motivate students to take ownership of their education, and their community.

PARENT INVOLVEMENT

Data Analysis/Findings:

1. Parent attendance at school events, parent classes, conferences and other school activities must be increased in order to build meaningful relationships.
2. Many parents participate in School Leadership meetings, or take initiative in planning or coordinating school events.

Implications for the Educational Program:

1. Identify and provide opportunities for parents to volunteer to work with staff in the school.
2. Organize telephone networking by parents for specific events. Continue to encourage parents to attend School activities.
3. Promote Leadership Team meetings and parent-teacher conferences.
4. Outreach to parents to continue via letters, telephones and school activities specifically geared toward improving attendance at school functions.
5. School Leadership Team meetings and Parent Conferences encourage use of parent/partner room to provide welcoming atmosphere to parents.
6. Encourage parents to be advocates for the school in their community. Continue to disseminate school data to parents and all school personnel.

Data Analysis/Findings:

1. A review of the data indicates that school climate needs to be improved so that instruction can be conducted in an environment that is more conducive to learning. A survey indicates that students and staff would like to participate in more student activities.

Implications for the Educational Program:

1. Increase student participation in production of a student based monthly newsletter and school based website, including calendar and information on school activities and events.
2. Coordination by COSA and students of regular meetings of the Student Council with opportunities for all students to attend and discuss issues of student concern, including uniforms and implementation of a peer mediation center.
3. Increase student participation and planning for school trips and major events.

4. Encourage students to organize extracurricular and school based activities in conjunction with teacher advisors and parent volunteers with expertise in a particular area.

5. Utilize the YMCA to create more programs for students.

Data Analysis/Findings:

A review of the data indicates that the building is fully utilized and maintained reasonably well. The impact of these situations on the instructional program must be addressed with all of the constituents of the school community especially the custodial engineer and staff as well as with the safety and security committee.

Implications for the Educational Program:

1. Programming and planning must be coordinated with all of the schools on the campus, parents, students, administrators and the entire school community.
2. The building must be monitored daily.

PART IV – SECTION B: Process for Reporting Needs Assessment Findings – Explain the process by which the findings of the needs assessment, as well as individual student/school data, were reported to school staff and parents. (Attach appropriate documentation.)

The High School for Civil Rights through the School Leadership team used a variety of methods to review the school's program. We also relied on a PASS review conducted April 6, 2005 to assess the needs of the School on review of the 2005 report and follow up assessment finds that improvements are still needed in all area. The information was disseminated to parents, teachers and students at the School Leadership Team meeting. The following are items assessed:

- Cohort Reports
- The Grow Reports
- Teacher Developed Tests
- Credit Accumulation
- Standardized test results
- Attendance Rates
- Suspension Rates
- Teacher Referrals
- ATS Reports
- Student Support Staff

Teachers were given the opportunity to assess data at monthly faculty meetings; we discussed, analyzed and interpreted the data. The teachers facilitated the discussion with members of the School Leadership Team at monthly SLT meetings. Members of the SLT were given an opportunity to analyze and interpret data at that time. The findings were reported to parents at P.T.A. meetings.

PART IV – SECTION C: Identified Priorities for 2008-2009 – Considering the findings and implications of your needs assessment, list your school’s identified priorities for SY’ 2008-09. These priorities, which should be limited to no more than 5, are the “big picture” elements that need to be addressed and will assist your school in the identification of goals and the development of objectives.

- To significantly increase the number of students that are reading on or above grade level
- To significantly increase the number of students that attend school daily
- To significantly increase the number of parents and community members that are involved in the PTA and School Leadership Team
- To provide meaningful Professional Development in the areas of writing and vocabulary development.
- To significantly raise the level of skill for students with special needs by providing them with a meaningful Collaborative Team Teaching experience.

PART V: SCHOOL GOALS AND OBJECTIVES

Directions: Identify the goals that have resulted from the needs assessment and develop objectives in the areas of English language arts (including ESL, where applicable), native language arts, mathematics, science, social studies (including civics and government, economics, history, and geography), foreign languages (for middle and high schools), technology, the arts, physical/health education, career/technical education (for high schools), parent involvement, professional development, student support services and other identified areas that will support the achievement of all students. (Be sure to address the needs of individual student subgroups.) School goals should reflect the Chancellor’s initiatives and Superintendent’s goals, and be prioritized based on an analysis of the data (Section IV). For each goal, state the objectives in specific, measurable and/or observable terms (see guide), and provide a description of the proposed program. For each identified objective, complete an “Action Plan” using the format in Section VI.

The goals that have resulted from the needs assessment are the following:

Goal Number 1	
Goal	To accelerate reading skills for our school’s students performing in the lowest level.
Measurable Objective	Increase the number of students in the school’s lowest third scoring at the 3 rd quartile or better on predictive assessment by 14%. There are 140 students in the lowest one third.
Action Plan	We will use benchmark data to differentiate and inform instruction. Teachers will attend professional development conferences and build capacity. Teachers will use portfolio assessment and report cards to track students’ progress.

Evidence	This can be attained in either ATS or ARIS report. We will use results from predictive assessments and Customized Acuity Assessments.
----------	---

Goal Number 2	
Goal	To improve our students' passing rate in 9 th grade Math.
Measurable Objective	To increase the 9 th grade math pass rate by 18%. (Last June we had a 24% math pass rate for 9 th grade students. This figure represents 22 students passing with 65 and above in Integrated Algebra. This year in order to achieve our goal, we need 39 students to pass math in the 9 th grade in NYC Regents).
Action Plan	Will hold study groups in the subject area. Create intervisitation schedule for teachers. Students will be tested periodically through Scantron. Data will be collected, analyzed, and made available to all teachers by our Data Specialist. Scantron generated data and classrooms data will be used by teachers to differentiate instruction.
Evidence	The evidence would be a copy of the Scholarship Report from HSST. Improvement in student engagement. Improvement in student performance and credit accumulation. Improvement in the quality of students' work. Improvement in attendance among all grade levels.

Goal Number 3	
Goal	To increase the number of teachers participating in inquiry teams.
Measurable Objective	To engage 90% of teachers in inquiry team work by June 2009 (In HSCR there are 28 teachers, at least 25 teachers will engage in inquiry work).
Action Plan	All teachers will identify the students that are directly involved in the inquiry team. Members of the inquiry team will present the data to all staff members during professional development. Teachers will differentiate instruction to address the needs of these students. Students will be allowed to attend PM school and Saturday School tutoring. Students will also receive skill enrichment during the 9 th period.
Evidence	Copy of CFI interface documentation on each of the school's inquiry teams and documentation from interface of number of participating teachers. Study Group Agendas Professional Development Agendas

Goal Number 4	
Goal	To increase the number of teachers implementing differentiated instruction in their classrooms
Measurable Objective	To develop weekly professional development program that will have at least 50% of the 28 teachers in the school participate and implement differentiation of instruction in their classroom.
Action Plan	<p>On-going weekly study group sessions among departments and by grade levels.</p> <p>Use mentors, coaches, assistant principal and data specialist to provide professional development on a weekly basis.</p> <p>All teachers are scheduled for common preparatory time during the seventh period. During this time teachers will meet as departments or according to grade levels. Daily study groups are conducted during this period.</p> <p>Teachers will inter-visit class rooms. Use resources from LSO.</p>
Evidence	<p>Provide sign in sheets and agendas for the PD sessions.</p> <p>Minutes from PD sessions.</p>

Goal Number 5	
Goal	To develop coherent curriculum across multiple grades in English
Measurable Objective	Engage each grade level team in curriculum mapping effort to horizontally and vertically align curriculum in ELA.
Action Plan	I will use mentors, coaches, assistant principal and data specialist to provide professional development on a weekly basis. All teachers are scheduled for common preparatory time during the seventh period. During this time teachers will meet as departments or according to grade levels. Daily study groups are conducted during this period. Teachers will inter-visit class rooms. Use resources from LSO.
Evidence	Vertically and horizontally aligned curriculum map at each grade level.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): All Subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The school’s graduation rate for the 2005 cohort will increase by at least 5% as measured by the graduation rate for the cohort in 2009.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Description of Proposed Strategy/Program to Improve HS Graduation Rate</p> <ul style="list-style-type: none"> • Careful monitoring of cohort • Careful monitoring of senior class • Use of guidance services to address individual students’ needs • Increased communication between students, students’ parents and school • Providing courses <ul style="list-style-type: none"> • To keep students on a track to graduation • To prepare students for class exams and Regents exams
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Provide AIS such as PM School, Saturday School and Ninth Period Tutoring.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>More than 80% of seniors are in good standing by passing at least three Regents subjects.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	58	60	39	65	1	1	18	0
10	67	18	44	22	2	1	15	0
11	50	8	10	79	4	1	1	1
12	18	3	5	19	2	0	1	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Emphasis will be placed on class work portfolios that can be completed in class and handed in. This will give the class the opportunity to complete projects and attain homework help.</p> <p>Continue full implementation of balanced interactive learning model based on the citywide literacy core curriculum, including providing the supporting interim assessments, literacy pacing calendars, classroom libraries, appropriate professional development for all staff (based on scientifically based research). This approach offers substantial promise of improving educational achievement for low-achieving students. The citywide core curriculum and regional delivery prototype will allow each student to experience and develop the literacy skills necessary to raise his/her literacy achievement level. Intensive professional development will support the new literacy core curriculum, balanced interactive learning model, data interpretation and the differentiating of instruction.</p> <p>Students in grades 9 will have a 90-minute literacy block which includes time for word work each day. The block generally consists of: read aloud, shared reading, independent reading, guided reading, modeled writing or shared writing and independent writing. Students will also participate in Literature Circles/Project Groups where they will focus on a particular book or topic.</p> <p>Students who have been identified as Level 1, Level 2 students have been programmed for Reading Immersion class. This class will provide students with skills they need to improve literacy. Level 1 and Level 2 students have also been scheduled for the Read 180 program.</p> <p>Read 180 is a research-based reading intervention program that has been proven to raise the reading achievement scores of ELL students. Read 180 enables ELL students to quickly master critical reading skills – phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Students using Read 180 have shown significant increases in motivation resulting from their program participation and enjoyment of reading. After ten years of scientific research in association with Vanderbilt University, plus years of research and implementation in thousands of classrooms, Read 180 is producing quantifiable gains and is reshaping the attitude and perceptions of the English-Language Learner-from a student with few prospects to one with unlimited possibilities.</p>

This impact study examines the challenge schools face with a rapidly growing and diverse ELL population. It provides a detailed analysis of how Scholastic Read 180 features meet the needs of ELL students. Further this study presents the research history behind Read 180 and the effectiveness of the program among English-Language Learners.

Four Square Writing Organizational methodologies will be fully implemented and integrated within the Writer's Workshop to support student growth in writing skills.

Students in grade 9 who have scored in performance levels 1 and 2 will be placed in the balanced literacy program. This literacy instruction may include read aloud, word work, independent writing, project based writing/technology connections, shared reading, guided reading, independent reading and literature circles/project groups. Students in grades 10 and 11 will follow the New York State Core Curriculum in preparation for the New York State English Language Arts Regents Examination.

To reduce student to teacher ratio, a teacher push-in model in literacy will be implemented. With fewer children, the teacher can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language learning needs.

To reduce student to teacher ratio, a smaller class size model will be employed. With fewer children, the teacher can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language learning needs.

Implement Kaplan K12 Learning Services Program (English and Spanish formats) for literacy (immersed in the regional prototypes and literacy block). Through extensive professional development, teachers deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of literacy skills.

After-school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in Literacy. There will be direct intervention in reading for students who are performing on Levels 1 and 2 on City and State ELA assessments. Teachers work with small groups in a ratio of 1 teacher to 5 students using appropriately leveled materials that have been recommended for their effectiveness in promoting independent reading and increased literacy skills. Teachers design appropriate plans using data gathered from City and State exams to determine the areas in which students are in need of extra support. This directed teaching time frame also provides time for

students to work both collaboratively and independently as they acquire and apply new skills and new strategies.

The coach will support the professional development needs of the literacy teaching staff. The Literacy Coach will provide professional development (via class demonstrations, workshops, text-based discussions) for all teachers, including teachers of ELL, special education self-contained classes, as well as Resource Room in all areas of ELA instruction.

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

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

The NYSESLAT (New York State English as a Second Language Achievement Test) in grades will be administered to all identified students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency.

Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach.

All ELL classrooms will be provided with highly motivating leveled classroom libraries.

ESL in-service courses are being offered by the Integrated Service Center to all teachers of immigrant students.

An ELL support is assigned to support the ELL student and staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the

	<p>NYSESLAT and program design.</p> <p>Network monthly ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss <u>current</u> research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of the ESL prototype.</p>
<p>Mathematics:</p>	<p>Continue full implementation of balanced mathematics prototype core curriculum, including providing interim assessments, mathematics pacing calendars, appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students.</p> <p>The math prototype utilizes the Grade Specific Mathematics Program with its experiential approach, which consists of: Problem of the Day, modeled, strategic problem solving, guided practice, full outfitted mathematics classrooms which included manipulative, graphing calculators and other exploratory mathematics tools, mathematics journals, interactive open-ended problem solving, mathematics word walls, and teacher/ student mathematics conferences. This program, supplemented with Math Steps to support basic computational skills to support mathematical test sophistication, will provide students with a “balanced” approach to mathematics. In addition, this comprehensive approach, along with interim assessments, the Region 5 mathematics pacing calendars, and the reduction of class size, will enable the school to achieve its instructional mission. Students will be given 3 interim assessments from Princeton Review in mathematics. Each student will further receive 2 practice standardized tests in mathematics and 2 under testing conditions.</p> <p>Coach assigned to the school. The coach will support the professional development needs of the math teaching staff. Math coaches will provide professional development (via class demonstrations, workshops, text-based discussions) for all teachers, including teachers of ELL, special education self-contained classes, as well as Resource Room teachers in all areas of mathematics.</p> <p>High school students who have scored in Levels I and II will have a double blocked period of mathematics each day with the same instructor. Students scoring in Levels III and IV will have a minimum of one period of instruction in mathematics each day.</p> <p>The curriculum will consist of three semesters of study in Math A using <i>New York Math A</i> by</p>

	<p>Prentice Hall. This program may be offered to entering 9th graders and some 10th graders. It is a requirement for graduation. Students will take the Math A or Integrated Mathematics Regents at the end of three semesters. The curriculum focuses on: algebra, geometry, measurement, data analysis, and probability. The program offers many ancillary materials to supplement instruction. In addition, each teacher receives a class set of graphing calculators.</p> <p>The High School for Civil Rights had implemented the Jefferson Math A Project and use of Eduware Test Maker Wizard. These programs consists of database of Regents Examination questions, which coincides with the text Prentice Hall, <u>New York Math A</u> the Jefferson Math A Project (JMAP) integrates the Regents Questions with Algebra and geometry libraries in worksheet builder, a program available to all NYC High School Math teachers. The CD includes over 350 worksheet templates with Regents and non-Regents questions.</p> <p>Following Math A, interested students can enroll in three semesters of the Math B course as an elective.</p> <p>Implement Kaplan K12 Learning Services Program (English and Spanish formats) for mathematics (immersed in the regional prototypes and mathematics' block). Through extensive professional development, teachers deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of numeracy skills.</p> <p>After-school and a Saturday program will offer additional targeted instruction to Level 1 and 2 students in mathematics. P.M. School will provide support skill acquisition for low performing students will be implemented. The Saturday Academy will provide small group and individualized instruction to students for the purpose of developing and strengthening identified Mathematics skills. Teachers will work to provide students with Math skills and test prep on planned Saturdays.</p> <p>To reduce student to teacher ratio, reduced class size in mathematics will be implemented. With fewer children, the teacher can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language learning needs. To reduce student to teacher ratio, a smaller class size model will be employed. With fewer children, the teacher can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language learning needs.</p>
<p>Science:</p>	<p>Science instruction at the High School for Civil Rights will utilize:</p> <ul style="list-style-type: none"> • New York City Standards for Science and the New York State Science Core Curriculum • The New York State Prototype Model customized for High School science classrooms which

	<p>utilizes the workshop model coupled with components of the scientific method of discovery.</p> <ul style="list-style-type: none"> • Inquiry-based and project-based instruction/investigations and hands-on activities • Scientific method as one approach to laboratory and controlled investigations • Reading, discussing, and using expository text strategies • Journal writing and 4-Square writing techniques • Small group and differentiated instruction • Written and oral reports, and presentations • Effective questioning techniques to facilitate productive accountable discussions and investigations • Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, and NYS science exam. <p>The science program will be supported by network-wide professional development activities related to application of the regional science prototype, inquiry learning and pedagogical techniques that support hands-on science instruction.</p> <ul style="list-style-type: none"> • Monthly network professional development of high-school for science teachers. <p>AIS content area support in science is based upon the following criteria:</p> <ul style="list-style-type: none"> • Recommendations based on a review of proficiency levels, class participation, student work, homework, report card grades and/or student records for students in grades where there are no State assessments; and • Recommendations from school staff (teachers, administrators, counselors, etc.) and parents. • Rigorous academic instruction using alternative assignments to include teacher made exams, portfolio entries, journal writing, and hands on laboratory activities, scientific method, tutoring academic intervention for artistic students and enrichment. • Enhance scientific reasoning and communication
<p>Social Studies:</p>	<p>Social Studies instruction will utilize:</p> <ul style="list-style-type: none"> • New York City Standards Social Studies and the New York State Core Curriculum • Document-based and project-based instruction • Reading, discussing, and using expository text strategies • Journal writing and 4-Square writing techniques

	<ul style="list-style-type: none"> • Small group and differentiated instruction • Written and oral reports, and presentations • Effective questioning techniques to facilitate productive accountable discussions and investigations • Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, Applied Learning Standards projects and the NYS Social Studies exam will be utilized to guide instruction. <p>AIS content area support in social studies will be based upon the following criteria:</p> <ul style="list-style-type: none"> • Recommendations based on a review of proficiency levels, class participation, student work, homework, report card grades and/or student records for students in grades where there are no State assessments; and • Recommendations from school staff (teachers, administrators, counselors, etc.) and parents.
At-risk Services Provided by the Guidance Counselor:	Pricilla Thevenot
At-risk Services Provided by the School Psychologist:	Milford White
At-risk Services Provided by the Social Worker:	Deidra Jones
At-risk Health-related Services:	SBHC

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2008-2009) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both **Number of LEP (ELL) Students Served in 2008-09:** 26

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

The High School for Civil Right, 19K504, offers a free-standing ESL program currently comprised of 26 ELL’s, grades 9-12, Beginning through Advanced levels. Our students are programmed according to language acquisition levels, with Beginners having 540 minutes, Intermediate 360 minutes, and Advanced 180 minutes of discrete ESL instruction per day. The Advanced students also receive equal time ELA instruction. Native language support is provided on an as-needed basis, tapering off as they move through Intermediate and Advanced levels of language acquisition. The method of instruction involves the Sheltered English approach for acquiring academic content-area vocabulary, The ESL teacher makes use of such instructional materials and strategies as graphic organizers, pre-teaching vocabulary from literature, activating prior knowledge, using gestures, synonyms, cognates, summarizing, re-stating, reducing language load, highlighting key vocabulary, textbook orientation skills, timelines, KWL charts, bilingual glossaries, extended time, and alternate assignments in providing content –area support as well as in the ESL classroom. We also make use of all practice Regents online in various languages. Additionally, we are implementing Read 180 for ELL’s so that we will have a structured program in place in which will monitor the progress of the ELL’s reading levels.

II. Parent/community involvement:

All workshops and parent meeting include parents of ELL’s.
Postings are done bilingually. All brochures are done bilingually.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

Newcomers receive a tremendous amount of individualized attention from the ESL instructor. In addition to being blocked for the required 540 minutes, they also receive additional support through ongoing communication between the content-area teachers and the ESL teachers to assure that pacing,

materials, and instruction are modified and differentiated. They also receive after-school tutoring from the ESL teacher and other content-area teachers, who work collaboratively.

IV. Staff Development (2008-2009 activities):

Type of Program: Bilingual ESL Both **Number of LEP (ELL) Students Served in 2007-08:** 15
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. ELL's have full access to and equal participation in all the school's academic programs including those that follow the theme of Civil Rights, such as Civil Law class, the Law team, all New York standards-based courses in the maths, sciences, social studies, as well as Advisory groups, technology classes, Foreign Language, physical education, health, and philosophy.

Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies). ELL's have the opportunity to participate in Saturday school, after-school tutoring, P.M. school, YMCA. Additionally, Beginning ELL's are programmed for AIS with the ESL teacher to receive additional content-area support.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc. At Civil Rights, we have a Law Team, guitar classes, football, baseball, soccer, weightlifting, YMCA programs, art classes, and ROTC. ELL's have the opportunity to participate fully in all extracurricular activities.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

IV Staff Development (2007-2008 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach.

All ELL classrooms will be provided with highly motivating leveled classroom libraries.

ESL in-service courses are being offered by the Integrated Service Center to all teachers of immigrant students.

An ELL support is assigned to support the ELL student and staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Network monthly ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of the ESL prototype.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$70,296	ESL teachers salary and Per Session
Purchased services such as curriculum and staff development contracts	5,702	Staff development, Retreats
Supplies and materials	43,683	Textbooks
Travel		
Other		
TOTAL	\$119681	

Title III Immigrant Program

UPDATED – OCTOBER 2008

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY

WORKSHEET

DIRECTIONS: This worksheet assists school staff with creating and writing a school's language allocation policy (LAP), which must be written in narrative form. This document is not the LAP, but rather a worksheet to help LAP developers compile and analyze data necessary for the LAP. Additionally, upon completion of the worksheet, LAP team members should sign and certify that the information provided on the LAP is accurate. Please attach this worksheet to the LAP narrative as an appendix. Agendas and minutes of LAP meetings should be kept readily available on file in the school.

I. Language Allocation Policy Team Composition

SSO/District	School 19K504 High School for Civil Rights		
Principal	Assistant Principal	Parent Coordinator	Parent
Michael Steele	Jeane Etienne	Karen Moore	
Coach	Coach	Teacher/Subject Area	Teacher/Subject Area
		Toni Leston, ESL	
Teacher/Subject Area	Guidance Counselor	Related Service Provider	Other (SAF)
	Pat Thevenot		

II. Teacher Qualifications *(Please provide copies of all staff members' certifications referred to in this section)*

Number of Certified ESL Teachers 1	Number of Certified Bilingual Teachers	Number of Certified NLA/FL Teachers
Number of Content Area Teachers With Bilingual Extensions	Number of Special Ed Teachers with Bilingual Extensions	Number of Teachers of ELLs without ESL/NLA Certification 0

III. ELL Demographics

Total Number of Students in School	Total Number of ELLs	ELLs as Share of Total Student Population (%)
423	26	6%

The number of classes/periods for each ELL program model that your school provides per day:

	9	10	11	12	TOTAL
--	----------	-----------	-----------	-----------	--------------

TBE (60%:40% → 50%:50% → 75%:25%)					
Dual Language (50%:50%)					
Freestanding ESL	3	5	2	2	
Self-Contained					
Push-In					
Total Classes					

Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp. Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

Long-Term ELLs (more than 6 years)	SIFE 12	SP. ED. 3	SIFE 0	SP. ED. 0	SIFE 23	SP. ED. 6	SIFE 35	SP. ED. 9
	20		0		42		62	
	TBE		Dual Language		ESL*		Total	
ELLs (3 years or less)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE 4	SP. ED.	SIFE	SP. ED.
ELLs (4-6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
Long-Term ELLs (more than 6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED. 4	SIFE	SP. ED.
Total	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.

*FOR BIL. SP. ED. ONLY - Please indicate here the total number of ELLs in Alternate Placement: _____

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP
TRANSITIONAL BILINGUAL EDUCATION**

	9	10	11	12	TOTAL
Spanish					
Chinese					
Russian					
Bengali					
Urdu					
Arabic					
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other					
TOTAL					

DUAL LANGUAGE (ELLS/EPS)

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese										
Korean										
Spanish										
Other										
TOTAL										

FREESTANDING ENGLISH AS A SECOND LANGUAGE

Spanish	12	7	2	3	
Chinese					
Russian					
Bengali					
Urdu					
Arabic					
Haitian Creole					

French					
Korean					
Punjabi					
Polish					
Albanian					
Other		1	1		
TOTAL					
GRAND TOTAL ALL PROGRAMS	26				

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number)

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

IV. Parent Program Choice: Review the Parent Surveys and Program Selection forms and answer the following questions in your LAP narrative or on a separate page (for General Education students only)

1. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL)? Please describe the process, outreach plan, and timelines.

When new parents of ELL's enter High School for Civil Rights, they are provided an orientation session in which they are given the opportunity to view a video on TBE, Dual Language, and ESL programs available for English Language Learners. As part of that session, they have the opportunity to ask questions of the ESL teacher, the Parent Coordinator, the Guidance Counselor, and any other pertinent school professionals. Once they fully understand the benefits of each program, they complete the parent survey and selection forms indicating their desired program. We assure that all information is made available in their home language, as both the ESL teacher and Guidance Counselor speak Spanish. We utilize the translation unit for any other languages we may have. If parents are unable to attend the

orientation sessions, we reach out to them by phone, through e-mail, and through home visits if necessary. We also are available to parents who come in as they are able according to their schedule, as the majority of our ELL parents have demanding work schedules and limited resources. We work to accommodate their scheduling needs.

2. Describe how your school ensures that all program selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The parent coordinator, guidance counselor, and ESL teacher call home, send out reminder letters, e-mail, and make home visits if necessary.

3. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

100% of parents at Civil Rights have chosen free-standing ESL.

4. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Yes, we offer free-standing ESL.

V. Assessment Analysis

PART A: COMPILE LAB-R AND/OR NYSESLAT RESULTS (USING THE RLAT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION. COPY AS NEEDED FOR EACH PROGRAM MODEL.

Level	9	10	11	12	TOTAL
-------	---	----	----	----	-------

Beginner (B)	5	2			
Intermediate (I)	5	4		3	
Advanced (A)	3	2	2		
Total Tested					

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES (REFER TO *OBTAINING LAB-R AND NYSESLAT DATA FROM ATS*) AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat>) ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

LISTENING					
B	3				
I	3	4			
A	3	5	1		
SPEAKING					
B	2				
I	1				
A	3	12	1		
READING					
B	4				
I	3	2			
A	5	5			
WRITING					
B	3				
I	3	3			

A	4	5	1		
---	---	---	---	--	--

PART B: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL IN YOUR SCHOOL.

1. What is revealed by the data patterns across proficiency levels and grades? The majority of our ELL's have advanced either a level (from B to I, from I to A, or from A to P) from 2007 to 2008, or have made advancements within each language modality on NYSESLAT from 07-08.
2. How will patterns across the four modalities—listening, speaking, reading, and writing—affect instructional decisions?

We will continue to follow all New York learning standards for ESL, addressing the four language modalities. Wherever we detect patterns that reflect a weakness in one or ore modalities, we will work to strengthen that area. Most recently, we have ordered a set of new reading and writing textbooks/workbooks, and are in the process of initiating a Read 180 program for our ELL's. We continually monitor performance on both formal and informal assessment in order to further tailor instruction according to needs.

PART C: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. USE CURRENT FORMATIVE AND SUMMATIVE DATA. FILL IN THE NUMBER OF ELLS THAT HAVE TAKEN AND PASSED THE ASSESSMENTS IN ENGLISH (OR THE NATIVE LANGUAGE, WHERE APPLICABLE) IN EACH PROGRAM MODEL. COPY AS NEEDED.

NY State Regents Exam	Number of ELLs Taking Test		Number of ELLs Passing Test	
	ENGLISH	NATIVE LANGUAGE	ENGLISH	NATIVE LANGUAGE
Comprehensive English	5			
Math A	7	5		
Math B				
Sequential Mathematics I				

Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment	5	3		
Physics				
Global History and Geography	3	4		
US History and Government	1	1		
Foreign Language		20		
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
NATIVE LANGUAGE READING TESTS				
	Number of ELLs Taking Test	Number of ELLs Passing Test	Number of EPs Taking Test (for DL)	Number of EPs Passing Test (for DL)
ELE (Spanish Reading Test)				

<p>Chinese Reading Test</p>				
<p>PART D: AFTER A REVIEW OF THE ASSESSMENT DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL.</p>				
<p>1. Examine student results. What are the patterns across proficiencies? How are ELLs faring in tests taken in English as compared with the native language? The ratio of English to Native Language test results is about evenly split.</p>				
<p>2. What are the implications for the school's LAP and instruction? How is the Native Language used?</p> <p>Our students come in with various levels of literacy and academic knowledge in their own language. We have some, for instance, who enter as newcomers at the high school level and have very high levels of literacy and academic background in Spanish. These students, therefore, perform very well on the standardized tests in their first language. Others, some of our long-term ELL's, for instance, have very low literacy levels both in English and in their native language as well as academic backgrounds not on par with New York standards. They may not perform very well in either language, or may benefit some from having the tests side-by-side, although they may mostly read and write in English, with only a minimal knowledge of written Spanish.</p> <p>The Native Language is used in our ESL program, in after-school tutoring, and in content-area support on a sliding scale depending on each student's level of academic vocabulary knowledge both in their native language and in English. Our Beginners receive more instructional time in the native language than do our Intermediates, who receive moderate native language support, and our Advanced students, who receive minimal native language support. We make use of bilingual glossaries in the native language, practice Regents in the native language, and textbooks written in the native language as a side-by-side support for the content areas. The majority of the instruction is delivered in English employing Sheltered Instruction techniques both in the ESL classroom and in the content areas.</p> <p>Importantly, there is always a respect for the native language and home culture of the ELL population by the ESL teacher and the faculty and administration of the school community at High School for Civil</p>				

Rights.			
3. How are the English Proficient students (EPs) assessed in the second (target) language? (For Dual Language programs only)			
4. What is the level of language proficiency in the second (target) language for EPs? (For DL programs only)			
5. How are the Eps performing on State and City Assessments? (For DL programs only)			
VI. Planning for ELLs (include in LAP narrative): Answer the questions below, keeping in mind the CR Part 154 instructional unit requirements for ELLs, grades 9–12.			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes daily	90 minutes daily	45 minutes daily
Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).			

1. How is instruction delivered?

- a) What are the organizational models (e.g., Departmentalized, Interdisciplinary, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? Free-standing ESL with content area support using ESL strategies as well as Native Language support. ESL Teacher also provides support to content-area teachers, assisting with modifying and differentiating instruction, pacing, and materials for English Language Learners.
- b) What are the program models (e.g., Block [class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? Students are grouped by language acquisition level, mostly homogeneously, with some mixture/overlapping occurring between high Intermediate and Advanced, and low Intermediate/Beginning groupings.
- c) What instructional approaches and methods are used to make content comprehensible and enrich language development? We make use of Sheltered Instruction incorporating various strategies such as use of graphic organizers, pre-teaching vocabulary, activating prior knowledge, using gestures, making eye contact, use of synonyms, cognates, summarizing, getting the gist, re-stating, reducing language load, highlighting key vocabulary, getting the main idea, words in bold, textbook orientation such as chapters, headings, subtopics, timelines, KWL charts, balanced literacy approach, use of bilingual glossaries, extended time, alternate assignments, student choice, and native language support.

2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in Chart VI)?
- a) How is explicit ESL delivered in each program model to comply with mandates? Free-standing ESL with the breakdown of 540, 360, and 180 minutes according to language acquisition levels.
 - b) How is explicit ELA delivered in each program model to comply with mandates? Advanced students receive equal time ESL/ELA instruction.
 - c) How is explicit NLA delivered in each program model to comply with mandates? Use of native language on a sliding scale according to levels of language acquisition.
 - d) How are the content areas delivered in each program model? The ESL Teacher collaborates with the content-area teachers, offering them support by providing ways to modify and differentiate instruction, pacing, and materials for ELL's according to language acquisition and academic needs.

3. How do you differentiate instruction for ELL subgroups?
- a) Describe your plan for SIFE. Our SIFE students are offered after-school tutoring, AIS during the regular school day, ESL according to language level, SAT prep, Regents prep, native language support as necessary, content-area support, Saturday school.
 - b) Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Our newcomers receive 540 minutes of explicit ESL instruction per week. The instructional focus initially is survival English and awareness of the culture of the school, community, and the United States in general. Intensive work is done to assure that they begin to acquire BICS as quickly as possible. Immediately, we also begin to teach academic language needed to understand content area class work. The ESL teacher works closely with the faculty to assure that they understand the newcomer population and their social and academic needs. A Sheltered Instruction protocol is used as the students begin to acquire English and transition through the various stages of speech emergence. Native language support is provided by the

ESL teacher during class and in after-school tutoring. Faculty is assisted with making modifying and differentiating instruction for the newcomers. At first, many alternative assignments are used, then assignments gradually become more language intensive as the students acquire the language.

- c) Describe your plan for Long-Term ELLs (in NYC school six years or more). We are currently working to further assess the needs of our Long-Term ELLs who are also mostly Special Education, to determine if students are best being served according to the language acquisition and Special Education needs.
- d) Describe your plan for ELLs identified as having special needs. ELLs with Special needs are served according to their IEP. The ESL teacher meets regularly with the Special Education teachers. The ESL teacher attends the IEP meetings of the ELL's. Collaboration is ongoing and instruction is tailored according to levels of language acquisition and Special Education needs as assessed by the School Psychologist, Social Worker, Guidance Counselors, Special Education teachers, and ESL teacher.
- e) Describe your plan for ELLs who require more than four years to graduate.

4. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas. The Beginning ESL students are given 540 minutes of ESL instruction per week as well as three days a week of AIS during the school day, in which content area needs are addressed. The ESL teacher, in collaboration with the content area teachers, helps the ELLs to learn the content through Sheltered Instruction, employing many different techniques according to individual student needs.

5. Describe your plan for continuing transitional support (two years) for students reaching proficiency on the NYSESLAT. The ESL Teacher monitors the progress of all ELLs who become proficient for two years after attaining proficiency. Their grades, credit accumulation, and Regents results are monitored, and if they appear to be struggling, they are offered the opportunity to attend after-school tutoring, P.M. school, Saturday school, Regents prep, and SAT

prep.
6. What language electives are offered to ELLs? Spanish
7. What is done to prepare ELLs for the Regents? Use of Regents materials (old Regents exams) online in every language, as well as Regents prep classes provided by our content area teachers.
8. For Dual Language programs only: a) How much (%) time in the target language is used for EPs and ELLs in each grade? b) How is language separated for instruction (time, subject, teacher, theme)? c) List the courses offered in each language for secondary Dual Language students.
VII. Resources and Support (Include in LAP narrative)
1. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)? The ESL program as well as various content area teachers make use of multiple and various teaching materials such as Smart Board, overhead projectors, books on C.D., movies with subtitles, side-by-side dual language materials, Read 180 program materials, textbooks, workbooks, realia, guest speakers, various Internet sites pertaining to ESL such as Dave’s ESL Café, various periodicals, high-interest/low-level reading materials, all materials in the library, classroom libraries, texts in native language, novels in native language, bilingual novels and literature, Regents prep materials available in many languages, SAT prep materials, Language of Literature anthology, Glencoe Literature anthology, science lab materials, simplified-language literature such as side-by-side Shakespeare, and various instructional games.
2. Ongoing Professional Development a. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) b. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
3. How is native language support delivered in <u>each</u> program model?
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.
Native Language Arts Usage/Support

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

VIII. Program descriptions (include in LAP narrative): Using the information compiled in this worksheet, describe each program model and the language allocation plan for each in narrative form.

The ESL program at High School for Civil Rights, K504, is a free-standing ESL program currently comprised of 26 English Language Learners, grades 9 through 12, Beginning through Advanced levels. Our students are programmed according to language acquisition levels, with Beginners having 540 minutes of discrete ESL instruction per day, Intermediate 360 minutes, and Advanced 180 minutes. The Advanced students also receive equal time ELA instruction.

All content area teachers are provided Professional Development targeted at differentiating pacing,

instruction, and materials for English Language Learners. Additionally, the ELL's receive AIS for content-area acceleration and Regents prep using ESL methodology. Native language support is provided on an as-needed basis, with Beginners receiving the most. Intermediate and Advanced students receive less, tapering off as they move toward Proficiency in English. The home language and culture is always respected and valued in the ESL program and in the wider school community.

We make use of various materials to strengthen academic vocabulary and accelerate the language acquisition process. Our students make use of bilingual glossaries, language-reduced tests, Regents prep in multiple languages, and many other materials both in the ESL and content-area classes.

The ESL program at Civil Rights is a growing, dynamic program, with the ELLs making advancements in their levels of language acquisition yearly, as seen on NYSESLAT results. Our ELLs are accumulating credits, passing content area classes, improving passing rates on Regents, and are a valued part of the larger school community.

IX. Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date
Jean Etienne	Assistant Principal		
Karen Moore	Parent Coordinator		
Toni Leston	ESL Teacher		
Davis	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
Priscilla Thevenot	Guidance Counselor		
	School Achievement Facilitator		
	Other		
	Other		
	Other		
School Principal Michael Steele		Date	
ELL Compliance and Performance Specialist		Date	
Community Superintendent		Date	
Linda Waite			

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___+___ ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** _____
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: 19k504 District 19

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008		Number of Teaching Assistants		Number of Paraprofessionals		Total
Appropriately Certified*	Inappropriately Certified or Uncertified Teachers**	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1					

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: +_ Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate +_ Advanced

School District: 19

School Building: 19k504

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:05am To: 8:50am	Subject (Specify) L7E/01	Subject (Specify) L7E/01	Subject (Specify) L7E/01	Subject (Specify) L7E/01	Subject (Specify)
2	From:8:52am To: 9:37am	Subject (Specify) E3/04	Subject (Specify) E3/04	Subject (Specify) E3/04	Subject (Specify) E3/04	Subject (Specify)
3	From:9:39am To:10:24am	Subject (Specify) SE1/03	Subject (Specify) SE1/03	Subject (Specify) SE1/03	Subject (Specify) SE1/03	Subject (Specify) SE1/03
4	From:10:26am To: 11:11am	Subject (Specify) ATG1/03	Subject (Specify) ATG1/03	Subject (Specify) ATG1/03	Subject (Specify) ATG1/03	Subject (Specify) ATG1/03
5	From: 11:13am To:11:58am	Subject (Specify) P\$5/01	Subject (Specify) P\$5/01	Subject (Specify) P\$5/01	Subject (Specify) P\$5/01	Subject (Specify) P\$5/01
6	From:12:00pm To:12:45pm	Subject (Specify) Me33/02	Subject (Specify) Me33/02	Subject (Specify) Me33/02	Subject (Specify) Me33/02	Subject (Specify) Me33/02
7	From:12:47pm To:1:32pm	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
8	From:1:34pm To: 2:19pm	Subject (Specify) H3/01	Subject (Specify) H3/01	Subject (Specify) H3/01	Subject (Specify) H3/01	Subject (Specify) H3/01
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development

Data Analysis/Findings:

An analysis of the data indicated that professional development of all staff must be undertaken to strengthen the instructional program in all academic areas, especially literacy.

Fifty percent of the current and newly hired staff is either new to teaching or new to teaching in this country.

Implications for the Instructional Program:

1. Teachers need ongoing professional development in areas related to New York State Regents Protocols.
2. Teachers need ongoing professional development in instructional strategies that improve student literacy. To improve literacy the READ 180 program has been purchased, one component of the READ 180 program is to provide Professional Development to improve literacy.
3. Professional Development will be conducted before and after school to address improvement of achievement across the curriculum.
4. Teachers will receive professional development from the Principal, Network Leader and Instructional Support Staff will assess needs, monitor and provide instruction and professional development.
5. Teachers will receive training in the implementation of the CTT model of instruction as well as strategies to provide instruction to ELL students.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		

Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
All documents that are sent to parents are also duplicated in Spanish.
These documents are duplicated by way of the Department of Education or by way of on staff translation.
The data used are Quality Review and Parent Environmental Survey.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
High School for Civil Rights was in compliance.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Our Guidance Counselor and Spanish Teachers are the translators for all documents. These documents are packaged by the clerical school aide. These documents are mailed and backpack to parents.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. School provides oral interpretation services. The guidance counselor and Spanish teacher are responsible for translation and interpretation. Our parents oral translation services are readily available by four members of our staff as indicated on bulletin boards, news letters and the parent coordinators office.

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

High School for Civil Rights shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters

Guidance counselor will direct translation needs.

High School for Civil Rights will post in a conspicuous location at or near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

HSCR safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009__ \$291,000
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_ \$2,900
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_ \$3,000_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year_ 93%_____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers are assigned to various programs that will upgrade their qualification in their respective license area.
Teachers are encouraged to attend professional development activities that are pertinent to their qualification.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Statement of Parent Policy

The High School for Civil Rights

The High School for Civil Rights is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

The High School for Civil Rights agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring that parents are always involved in all aspects of the High School for Civil Rights;
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The High School for Civil Rights will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. The High School for Civil Rights will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The High School for Civil Rights will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: (Insert all applicable programs such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)

- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents provided by districtwide parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attached document. This policy was adopted by the High School for Civil Rights on October/03/2008 and will be in effect for the period of 2008 - 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 3, 2008.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

The High School for Civil Rights
400 Pennsylvania Avenue
Brooklyn, New York 11207
Phone: 718-922-6289 / Fax: 718-922-7253

2008-09
Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

The High School for Civil Rights will:	The Parent/Guardian will
<p>The High School for Civil Rights, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.</p> <p>The High School for Civil Rights will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <i>Describe how the school will provide high-quality curriculum and instruction and do so in a supportive and effective learning environment.</i> • Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: Once monthly. • Provide parents with frequent reports on their children's progress. Six times per year. • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During parent teacher week as well as by telephone, and mutually agreed upon appointments. • Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: • Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. • Involve parents in the joint development of any Schoolwide Program plan 	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's classroom • Participating as appropriate, in decisions relating to my children's education. • Promoting positive use of my child's extracurricular time. • Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups. <p><u>Student Responsibilities</u> We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Do our homework every day and ask for help when we need to.

(for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by us from my school every day.]

SIGNATURES:

SCHOOL PARENT(S) STUDENT

DATE DATE DATE

(Please note that signatures are not required)

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must

UPDATED – OCTOBER 2008

outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.



NYC Department of Education - Joel J. Klein, Chancellor



HIGH SCHOOL FOR CIVIL RIGHTS

400 Pennsylvania Avenue

Brooklyn, NY 11207

www.hscivilright.net

Michael S. Steele, Principal

Jean Etienne, Assistant Principal

Fax: (718) 922-7253

Phone: (718) 922-6289

School – Parent Compact

The High School for Civil Rights agrees to:

1. Hold a parent orientation meeting by October 1st of each school year to inform all parents of the content of the curriculum to be implemented in all subject areas, behavioral and academic expectations, and various academic intervention services to ensure their child their highest academic and social potential.
2. Inform parents of their rights and responsibilities at this meeting, and their participation in the instructional program activities will be encouraged.
3. Encourage parents to join committees which will be involved in reviewing, planning and improving the instructional programs.
4. Inform parents that through their participation in school based planning meetings, they will be able to provide on going input regarding the instructional program.
5. Parents will be provided with information on their children's progress through quarterly reports and conferences, open door policy allowing access to administrative staff, standardized test results home reporting, and teacher evaluation reports.

6. Parents will be encouraged to attend workshops given by literacy, mathematics and technology staff developers/coaches to further develop their understanding and expertise in these subjects.

Principal's signature

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Required components were already addressed on pages 8 to 31.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

² School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*³ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

³ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical

UPDATED – OCTOBER 2008

connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol* (SOM⁴) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

⁴ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 16, 2008** Email address: **MSteele2@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	19k504
School Name	High School for Civil Rights
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 51,893
Principal Name	Michael Steele
Principal Email	Msteele2@schools.nyc.gov
Principal Phone	7189226289

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 30,000
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 0
Individualized Tutoring	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

Class consisting of 9th to 12th graders. They will remain after school for instruction.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

There will be an increase in the number of after-school program hours.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time, additional instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

During the ninth period students will be assigned to a teacher for instruction. Students will be programmed for mandatory classes.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Additional teacher will be hired to address the needs of students. This will occur during the 9th period and after school.

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provi qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State stand

- Yes
- No

Please describe the program.

Teachers will work with students after-school.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existin program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Teachers will remain after-school and work with students developing their skills.

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expa pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 21,893

Please describe the program.

Teachers will work additional periods with ELL population. Assist in the various content areas.

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion