



**UNIVERSITY NEIGHBORHOOD HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** **01M448**  
**ADDRESS:** **200 MONROE STREET**  
**TELEPHONE:** **(212) 962-4341**  
**FAX:** **(212) 267-5611**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 01M448      **SCHOOL NAME:** University Neighborhood High School

**SCHOOL ADDRESS:** 200 Monroe Street

**SCHOOL TELEPHONE:** 212-962-4341      **FAX:** 212-267-5611

**SCHOOL CONTACT PERSON:** Devorah Tedeschi      **EMAIL ADDRESS:** DTedeschi@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Shelley Maldonado

**PRINCIPAL:** Elizabeth Collins, I.A.

**UFT CHAPTER LEADER:** Jeanine Muzio

**PARENTS' ASSOCIATION PRESIDENT:** Salvatore Fragliossi

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Alexis Rice

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 01      **SSO NAME:** Community Learning Support Organization

**SSO NETWORK LEADER:** Kathy Pelles, Hal Epstein

**SUPERINTENDENT:** Elaine Gorman

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Elizabeth Collins, I.A.	*Principal or Designee	
Jeanine Muzio	*UFT Chapter Chairperson or Designee	
Salvatore Fragliossi	*PTA President or Designated Co-President	
Shelley Maldonado	DC 37 Representative, if applicable	
Kailyn Urena	Student	
Mary Moy	Student	
Alexis Rice	Student	
Gwen Williams	Teacher	
Rosa Riccio Pietanza	New York University	
Joseph McDonald	New York University	
Francine Joseph	Parent	
Linda Chin	Parent	
Katea Dale	Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **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.

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#### **The Mission statement of University Neighborhood High School:**

*The Mission of University Neighborhood High School is to provide all students with a challenging academic curriculum, preparing them for higher educational opportunities so that they can participate successfully in academic worlds and in the workforce at local, national, and international levels.*

The educational philosophy of University Neighborhood High School is that students thrive in a nurturing environment within their local communities. We believe students benefit from the continuity of an instructional setting that recognizes their specific educational, social and emotional needs. Most succinctly, the goals are to create a climate for learning, empower students to take greater responsibility for their education, set high expectations based on standards and create support systems which foster student achievement that leads to graduation. The value of teamwork is highly valued and is modeled by the rich collaboration between University Neighborhood High School and New York University.

University Neighborhood High School is actively involved in its Lower East Side community and benefits from the many resources available, including Grand Street and Henry Street Settlements, The Center Against Domestic Violence, Council for Unity and the Lower Manhattan Development Corporation.

In the New York City community, University Neighborhood High School benefits from collaborations with Big Brother/Big Sister, PubliColor, Movement Research/Dance Makers, Think College Now and College Now at Baruch College, Peer Health Exchange, and our special partnership with New York University.

In the U.S. and world communities, our students have in the past few years traveled to Philadelphia, Washington, D.C., Boston, Copenhagen, Paris, London, and, upcoming this year, to Japan and Costa Rica.

University Neighborhood High School opened in 1999 as a collaboration between New York University's Steinhardt School of Education and the then Manhattan High Schools Superintendency of the New York City Board of Education. Our school has over the past ten years continued to draw upon the expertise offered by New York University with the university continuing to be part of our School Leadership and Design Teams. We continue to collaborate with NYU on professional development and courses, student teachers, learning partners and tutors in an expanding and mutually beneficial partnership.

At University Neighborhood High School we have maintained our high rate of graduates attending college, including our most recent graduating class of June, 2009 of which 97.3% of graduates went directly into a college or university.

**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.

Please see attached Profile pages:

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b> _____				
<b>District:</b> _____	<b>DBN #:</b> _____	<b>School BEDS Code #:</b> _____		

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended</b>				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1									
<b>Student Stability: % of Enrollment</b>									
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4									
<b>Poverty Rate: % of Enrollment</b>									
Grade 5									
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
<b>Students in Temporary Housing: Total Number</b>									
Grade 9									
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11									
Grade 12									
Ungraded									
<b>Recent Immigrants: Total Number</b>									
				(As of October 31)	2006-07	2007-08	2008-09		
Total									
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
<b>SURR School: Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>		
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.		

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	

*Note: Progress Report grades are not yet available for District 75 schools.*

#### **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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?
- 

#### University Neighborhood High School Section IV: Needs Assessment

This needs assessment is a critical component to identify the underlying causes of performance trends; and to set goals that are attainable: and that are focused on the most important factors that contribute to school improvement, as measured by student performance and student progress.

In summary the 2008/2009 academic year resulted in some worrying academic trends, however there were also areas of significant improvement. The following quantitative and qualitative sources of data have been used to review the effectiveness of the schools educational program:

- The school report card for the past two years
- The Progress Report for the past two years
- The School Quality Review
- Anecdotal evidence from the Principal, Assistant Principals, SLT, staff and students

It is important to acknowledge that there has been a significant change in student demographics and the school over the past few years, which has resulted in changes of educational needs and academic performance. Prior to 2008-09 students entered at a range of performance levels. Much of the population achieved AYP for English and Math each year. There has been a shift in the numbers of students entering the school with levels 1 or 2 in the grade 8 ELA and Math. At this time of the students enrolled in the school:

63% came in at performance levels 1 and 2 in Social Studies

60% came in at performance levels 1 and 2 in ELA

53% came in at performance levels 1 and 2 in Math

69% came in at performance levels 1 and 2 in Science

Two ethnic groups, African Americans and Latino students have been unable to reach AYP targets for English and Math.

We have also seen a significant rise in our numbers of Special Needs students. Following is our breakdown for our incoming 9<sup>th</sup> grade class this year:

Total number of students.....	128
SETSS	16
SETSS/ELL	4
CTT	6
CTT/ELL	1
SC	7
SC/ELL	1
ELL	8
Total Special Education Students	35
Total ELL students	8
General Education	85

As of October 28, 2009, the school's poverty rate is 70.3%. To further complicate educational performance, the percentage of students with disabilities has increased from 7% to 25%. The school had its first CTT class in 2005/6, whereas now there are 25 CTT classes. The number of CTT classes doubled in the past two years and the model is now used in all major subject areas.

Just as the student population has changed, so have the state graduation requirements. As the state phases out the local diploma, students must meet higher scores to reach the state mandate of 65 on Regents exams. This is a challenge for students who enter high school one or more grades below the state standards in ELA and Math.

In addition, the teaching staff is relatively young and inexperienced. As the school grew each year from 300 students in 2005 to 586 in 2008, this created a challenge for the school. Maintaining a school culture of achievement and creating support systems for both students and staff as the school expanded was a difficult challenge. As the school grew, the staff grew correspondingly. Almost half of the teaching staff is in their first 3 years of teaching. Classroom management and differentiating instruction for all students, particularly students with disabilities is a particular challenge for early career teachers.

The school provided support through mentors, coaches and NYU workshops for early career teachers.

Despite the challenges, the school has a 90% retention rate of teachers. Many teachers begin their career as NYU tutors and student teachers. This means they know the student population well and are committed to the school's mission.

### **Student Performance Trends**

We have placed a priority on creating a school environment in which student welfare is very important. The School Quality reviewer commented that "The School develops students' self-esteem and their expectations so that they become successful learners". The reviewer also said that the school has "effective systems to improve student performance" and "Students receive good guidance which has a positive impact on their academic, personal and social development". Other indicators of this success include the following: Enrollment has increased from 533 in 2006-07 to 586 in 2008-2009.

Attendance is high compared to other schools in the peer horizon and the school has score well in the progress report categories of academic expectations and engagement. Student stability has increased to 96.5% and participation in Regents testing has increased to 99%. Suspensions have increased dramatically, which reflects in part the changing student population, but also reflects the school's commitment to creating a safe and effective learning environment.

The school's progress report identifies trends that should guide goal setting. In the category of Student Performance the 6 year Graduation Rate and Weighted Diploma Rate is in the top 20% of the peer horizon. There has been a 9.2% reduction in the 6 year Weighted Diploma Rate, which reflects the increased number of students entering the school significantly below grade level. The Four Year Graduation Rate on the other hand declined 11.7% and the Weighted Diploma Rate decreased 13.4%. This could partly be due to the schools policy of annualization. This policy means students must pass both semesters to receive credit for each course. Students who fail Regents exams that are counted in class grades often have annual grades reversed to failing. This data warrants further investigation and the school is looking at its school-wide grading policies.

The Student Progress section of the Progress Report is a cause of concern. The data however does suggest that the school is making good progress dealing with the lowest third. The percentage of the lowest third in the 1<sup>st</sup> or 2<sup>nd</sup> year accumulating 10+ credits increased by 5.1% and 18.8 % respectively. Indeed there was a 13.9% increase in students in the entire 2<sup>nd</sup> year cohort who accumulated 10+ credits. This success is a result of the school's focus on strengthening 9<sup>th</sup> and tenth grade teams and literacy teaching strategies. There has also been improvement in the Regents pass rates for Science and US History.

The two most disturbing areas of decline concern the Regents pass rates for English, Math and Global History; and the credit accumulation of students in their 3<sup>rd</sup> year. The credit accumulation of the entire 3<sup>rd</sup> year group declined by 16%, while the lowest third experienced a decline of 29.9%, which is the exact opposite of the trend for 1<sup>st</sup> and 2<sup>nd</sup> year students. This in part may reflect the above mentioned policy of annualization. It is recommended that we investigate the performance of this cohort for the previous three years to determine if this pattern of failure to accumulate credits and pass tests was evident; or if other more recent factors have contributed.

In summary, the Progress Report indicates three areas in need of improvement:

- Four year graduation rate
- Accumulating 10+ credits per year, particularly in the 3<sup>rd</sup> year
- Passing English, Math, and US History Regents

The school's Report Card reveals the same urgency. While the school did meet the AYP for Graduation Rate over the past two reports, there has been a decline with regard to AYP for English and Math. In 2008-09 the school made English AYP for one group (Asian) out four, while this year no group achieved AYP, although there is no longer the group classified as Asian in the school. The school met the AYP for Math in 2008-09 but did not reach the AYP this year. Closer examination of the report card reveals a worrying trend. In 2008-09 for English, the school was only 3 Performance Index points below the Effective EMO. In 2009-10 the PI is 16 point below the AMO. Like wise, the Latino population was 9 PI points below AMO, but this year is 19 PI points below. In 2008-09 the Economically Disadvantaged Group was just 1 PI point below AMO, but this year that gap has widened to 10 PI points. In Math, the difference between PI points and AMO is much smaller than that of English, however there is a disturbing trend in the Economically Disadvantaged Group. This group was 16 PI points above the AMO in 2008-09, but this gap has closed to just 3 PI points. The Graduation Rate on the Report Card highlights the same concern that is revealed in the Progress Report. There was a 12% decrease in the graduation rate over the past two years, which includes a 10% decline for the Economically Disadvantaged Group.

A closer examination of the Regents Exam results on the School Report Card reveals where commendable progress has been made and where declines are evident. The data is for a three year time

period from 2005-06 to 2007-08. More recent data is not yet available. The data reveals that although there has been a decline in the passing rate for All Students, for the General Education population, however the percentage of students passing Regents English has improved significantly. The percentage of general education students passing Regents with 55 or better improved from 88% to 91%. The percentage of general education students passing Regents with 65 or better improved from 68% to 76%. These passing rates compare favorably with schools in higher peer indexes. This pattern of improvement within the general education population is also evident for Math A; Global History and Living Environment. US History on the other hand, has experienced a decline in the passing rate.

So why the decline in the English passing rate for All Students? One answer lies with Students with Disabilities. In 2006-07 100% of students with disabilities (SWD) passed Regents with 55 or better. This figure was down to 41% the following year. The number of these students who passed Regents with 65 or better has declined from 44% in 2005-06, to 26% in 2007-08. Likewise there has also been a decrease in the percentage of these students who pass Math A. This trend has not been the same however, for the students with disabilities population in Global History; Living Environment; and to a lesser degree, US History.

In summary, the School Report Card highlights the need to improve the Regents test performance for English, especially that of the Latino population. Math is also in need of improvement. The report also shows that boys, particularly Latino boys, are performing worse than girls.

### **Greatest Accomplishments over last couple of years**

As was mentioned in the previous section, the School Quality Review and The Progress Report both make reference to how well the school provides additional academic and social supports to students to address the whole child and that it has systems in place which should result in whole school improvement. Among other supports these include: continuous review of student achievement and advisement by guidance department, tutoring during the day and after school by teachers and NYU *America Reads* tutors, teacher-led advisories, additional individual and group counseling services from CBO's. These additional supports will be increased this year when Grand Street Settlement expands our afterschool program to run daily for 3 hours.

The data also highlights improvement in the schools lowest third, both in terms of Regents passing rate and accumulating 10+ credits per year, especially in the 2nd year cohort. These improvements can to some degree be attributed to an emphasis on literacy development in 9<sup>th</sup> and 10<sup>th</sup> grade Humanities classes, an increase in experience with the CTT models of instruction, and collaborative curriculum planning during Tuesday afterschool professional development time. Members of the Math department implementing the new state Math curricula met during the past 3 summers to create materials and plan for the phase in of the new Math curricula for algebra, geometry and trigonometry.

The impact of these interventions may best be seen in the performance of the current 2<sup>nd</sup> year cohort. Credit accumulation for this cohort improved 13.4% for all students and 18.8% for the lowest third. Curriculum writing and collaborative planning amongst teachers involved with the instruction of this cohort of students during Tuesday professional development and in summer Math curriculum projects.

This year we have implemented a change in the school schedule to better support student achievement. Instructional periods have been increased to blocks of 50 minutes and 100 minutes for Humanities. This facilitates less disruption and longer periods of time on task. It has also facilitated a half day on Friday for students, during which time teachers are engaged in collaborative planning and professional

development from 1:20 to 3.00 pm. This change will contribute to improved student performance and progress.

### **Aids and barriers to continuous improvement**

The changing student demographics represent a barrier to improvement. An increasing percentage of students enter the school having not reached grade level proficiency in Grade 8 Math or English. Many of these students only scored level 1 in ELA; and an increasing percentage of the students with IEP's. Students, who are not on grade level for reading and writing, will also experience difficulty passing other subjects that involve content specific reading and writing. Even Math progress will be impeded for students who are struggling with reading and writing.

As stated above, another barrier to continuous improvement is that a significant percentage (45%) of teachers are in their first 3 years of teaching. While this can be aid to improvement because the staff has current training and is open to new methodology, these teachers sometimes struggle with behavior management issues of their students and also suffer burnout. The teachers will also require a great deal of assistance as to how to achieve the accelerated improvement in each student's reading and writing proficiency that will be required in order to pass Regents exams and graduate in a timely manner.

According to the Quality Review and other anecdotal evidence the teaching population has much to learn about using data to diagnose student learning needs and to drive instruction.

Much inquiry is needed to explain why the 3<sup>rd</sup> year cohort experienced such a significant decline in credit accumulation. Likewise, inquiry is required into the Latino population under-performing in comparison to other groups; and the male population under-performing as well.

Another area of concern is the school's physical plant:

- The school building does not have an auditorium or a gymnasium; the school does not have adequate space or facilities to provide physical education for 525 students.
- Rooms are small and many will not hold desks for full-sized high school classes
- Classrooms have been converted into necessary science labs and computer labs reducing overall building capacity significantly
- The corridors are very narrow.
- Many staircases are still in need of new clear glass panels.
- Ceilings in several rooms have water damage and need to be re-plastered.
- Lighting within the building is old and poor.
- Wiring in the building cannot support needed air conditioners in offices and computer rooms, and an updated library with a media center
- Infrastructure for communications is insufficient

To address the issue of the physical plant, we must continue to:

- Continue to request further clear glass installations in all staircases.
- Request lighting improvements in hallways and classrooms
- Request repairs in rooms with water damage
- Request repairs to ceilings and walls
- Provide room changes while renovations are in progress.

- Continue to meet with City Officials and representatives of the community and the NYC Parks Department to discuss operations and maintenance of Lillian Wald Park.
- Work with Verizon to improve phone and Internet service to the school
- Work with custodians and the SCA to update wiring in the building.

One aid to continuous improvement is the strong partnerships UNHS has developed with NYU and with CBO's. These have brought additional resources to the school and the concomitant support to students. Another aid to continuous improvement is the Principal's commitment to research and put in place expanded student support services. Several references have been made to his commitment and his systems to improve student self-esteem and student success. University Neighborhood is a High School that the students are happy to attend.

The Principal is making the necessary commitment to his staff's professional growth. The above mentioned Friday afternoon PD and planning time is very important to continuous progress. There is now a financial commitment to having Aussie consultants involved in developing action plans that address the needs that have been identified; and providing professional development support to implement these action plans.

In addressing the issues of **Low Performance on State and City Assessments** and high percentage of overage students we will continue to:

- Continue Humanities blocks for all students including balanced literacy strategies.
- Provide staff development in Embedded Literacy for all 9<sup>th</sup> grade teachers
- Program all entering 9<sup>th</sup> graders who scored 1 and 2 on the Eighth grade ELA with an additional literacy class
- Program all entering 8<sup>th</sup> graders who scored 1 and 2 on the Eighth grade Math assessment in classes with low register (15 students) with Math enrichment activities
- Upgrade our school library with support of grant funds
- Provide an extended day program- an additional course- for students performing below reference points.
- Provide study halls/tutoring centers during the school day and after school.
- Provide intensive tutoring via the American Reads program sponsored by NYU.
- Provide after-school Regents preparation courses for all courses leading to Regents testing.

## 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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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.

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### **Goals**

- Goal #1: To create a school-wide culture of systems for goal setting and monitoring that aligns administrative, departmental, grade level, individual teacher and student goals which will result in improved student mastery of content knowledge based on New York State Academic Standards that will lead to the improvement of the June 2010 Regents passing rate by 15%.
- Goal #2: To improve all students' academic success by providing comprehensive targeted academic and guidance services that will result in a 20% increase in credit accumulation and Regents passing rates by of June 2010.
- Goal #3: To develop and implement a system for transition for all Special Education students that will include a four year transition plan which will lead to a 10% increase in the graduation rate for students with disabilities by the end of the 2010 school year.



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title 1 funding</li> <li>• Fair Student funding</li> <li>• SINI funding</li> <li>• Grand Street Settlements support organization</li> <li>• The Community LSO</li> <li>• Contracts for Excellence (C4E) allocations will be used to improve team teaching, especially CTT classes</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• June 2010 Regents Exam Summary Report from HSST that will reflect accomplishment of the goal.</li> <li>• Formal and informal assessments and item analysis that track student progress towards mastery of skills and content on an on-going basis that lead to differentiating lessons, creating interventions, and making academic referrals as needed.</li> <li>• Formal and informal observation reports and analysis of teacher lesson plans by supervisors.</li> <li>• Weekly meeting agendas and work products posted to ARIS that is shared by the whole school community.</li> <li>• Completed goal sheets, mid-year and end of year evaluations and reflections by all stakeholders in the school, which will result in the development of a culture that promotes and tracks monitoring and revising of goals that lead to higher student achievement.</li> </ul>

**Subject/Area (where relevant):** ALL

To improve all students' academic success by providing comprehensive targeted academic and guidance services that will result in a 20% increase in credit accumulation and Regents passing rates by of June 2010.

- The Grade Level Teams which consist of teachers and guidance counselors, will develop specific intervention plans for students identified as struggling or at risk which will include:
- The implementation of credit recovery during the February break. These will conclude via PM school in the weeks following the break.
- The school grading policy will be revised and implemented starting with the conclusion of the Fall semester.
- New attendance procedures will be implemented, with daily phone calls home in addition to the school phone messenger, and in addition to increasing the days of the school's Attendance Coordinator on-site.
- Every two weeks teachers will distribute to their students, progress reports that will be used to facilitate reflection of progress towards credit accumulation. These reports will be mailed home to parents of students identified as "At-Risk" along with their username and password to the ARIS parent portal.
- Advisory periods meet once per week and are used to address the social and emotional needs of individual students.
- Mandatory tutoring during Study Hall and after school to provide academic interventions.
- The Guidance Department and the school's RAPP counselor provide individual and group counseling to improve students' emotional well-being and to foster healthy relationships and improved communication.
- After school Regents tutoring will be conducted by Grand Street

Settlement, NYU tutors, and UNHS teachers for all students to provide individualized remediation and study/test-taking skills development.

- Extensive use of Regents style and level questions will be used by teachers to help familiarize students with Regents format and vocabulary.
- Teachers will differentiate instruction to address needs of all students, especially ELL's, students with IEP's, and students in lowest third citywide.
- Incentives for perfect attendance, most improved academic achievement, and high academic achievement will be implemented, i.e., recognition awards nights or breakfasts with students, staff members and parents; gift certificates, etc.

Funding for professional development consultancy and professional development services comes from the following sources of funding and/or support:

- Title 1 funding
- Fair Student funding
- SINI funding
- NYU (Tutors)
- RAPP (RAPP Social Worker/counselor)
- Grand Street Settlements support organization
- The Community LSO
- Contracts for Excellence (C4E) allocations will be used to improve team teaching, especially CTT classes
- Consultants such as Donna Florio are funded by the State
- After school regents preparation classes will also be offered. This will be staffed by teachers at the school and funded with per session hours under Fair Student funding and SINI

**Subject/Area (where relevant):** Special Education

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop and implement a system for transition for all students with IEPs that will include a four year transition plan which will lead to a 10% increase in the graduation rate for students with disabilities by the end of the 2010 school year.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• All special education students will complete a Level One Vocational Assessment within their first year in the school.</li> <li>• All parents will complete a Level 1 vocational assessment in collaboration with their assigned Guidance Counselor by the end of their child’s first year of school.</li> <li>• During the first semester all special education students will meet with their assigned Guidance Counselor to discuss their current academic standing, future academic and professional aspirations, and to create transition goals and objectives and an action plan for achieving these goals.</li> <li>• The school will create a position of Transition Linkage Coordinator, who in collaboration with guidance counselors, will help students plan transition to their post high school college and career.</li> <li>• TLC coordinators meet one-on-one with students to plan and develop the students’ transition goals including skills needed to meet their goals</li> <li>• All students will complete a course in computer applications before graduation</li> <li>• Staff will revisit curriculum to differentiate via the infusion of transition themes where relevant</li> <li>• Guidance counselors will conduct in-class workshops where all students discuss academic and professional goals, complete questionnaires and essays about their future goals</li> <li>• Guidance counselors will conduct in-class workshops for all students on requirements for promotion and graduation.</li> <li>• Guidance counselors meet one-on-one with students who are at-risk for not meeting promotion requirements.</li> <li>• Guidance with college counselor from Grand Street Settlement will give periodic workshops for parents on the college admission process and post-secondary planning</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• SINI funding</li> <li>• Grand Street Settlements support organization</li> <li>• The Community LSO</li> <li>• Contracts for Excellence (C4E) allocations will be used to improve team teaching, especially CTT classes</li> <li>• Consultants such as Donna Florio are funded by the State</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Report cards and school generated Progress Reports</li> <li>• Grade level meeting agendas / observations</li> <li>• Guidance team agendas</li> <li>• Student schedules showing enrollment in after school programs</li> <li>• June 2010 HSST Regent Exam Report</li> <li>• Consultants such as Donna Florio are funded by the State</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPCEP University Neighborhood 10710.docORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
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	120	120					44	
10		100	50	100			24	
11	100			100			30	
12	50	50					4	

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>In School Study Hall</b> <b>After School Tutoring</b> <b>After School Regents Prep</b> <b>After school One-to-one tutoring</b>
<b>Mathematics:</b>	<b>In School Study Hall</b> <b>After School Tutoring</b> <b>After School Regents Prep</b> <b>After school One-to-one tutoring</b>
<b>Science:</b>	<b>In School Study Hall</b> <b>After School Tutoring</b> <b>After School Regents Prep</b> <b>After school One-to-one tutoring</b>
<b>Social Studies:</b>	<b>In School Study Hall</b> <b>After School Tutoring</b> <b>After School Regents Prep</b> <b>After school One-to-one tutoring</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Transition Services</b> <b>Individual and Group Academic Reviews</b> <b>Goal Setting Seminars</b> <b>College and Career Preparedness Workshops</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<b>Individual; and Group Mandated Counseling</b>

<b>At-risk Health-related Services:</b>	
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## **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 (2009-2010) LAP narrative to this CEP.

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### **University Neighborhood High School - LAP for Free-Standing ESL program**

UNHS has a population which reflects the surrounding neighborhood, Manhattan's lower east side. We have 525 students who are 19 % Asian, 48% Hispanic, 23 % African-American and 4% White. ELL students constitute 6% of this population. Currently there are a total of 30 ELL students entitled to Bilingual/ESL services including: 10 freshmen (3 Chinese speaking, 5 Spanish speaking, 1 Arabic speaking and 1 Bengali), 8 sophomores (3 Chinese speaking, 1 Spanish, 2 Fulani speaking, 1 Tagalog speaking and 1 Bengali), 9 juniors (5 Chinese speaking, 1 Spanish, 1 Arabic, 1 Urdu, 1 Twi) and 3 seniors (2 Chinese and 1 Spanish) As a high school with continuing ELL students, we review the continued entitlement letters to determine parent choice. Almost all ELL parents request a freestanding ESL program.

Our LAP team includes a range of stakeholders including: one Guidance counselor, one ESL teacher, one Humanities teacher, one Special Ed teacher, one parent, our parent coordinator, our Assistant Principal of ESL and the Principal.

Our NYSELAT achievement data indicates that we have one student (freshman) who tested at the beginning level, 24 students that tested at the intermediate level ( 8 freshmen, 8 sophomores, 7 juniors and 1 senior) and 5 students at the advanced level (1 freshmen, one sophomore and 3 juniors). As evidenced in our data, the majority of our ELL students are at the intermediate level of proficiency, 3% are long term ELL students and 7 (23%) are IEP students. Across all grades, students showed the highest scores in the listening and speaking modalities of the NYSELAT. Their reading scores showed a high variation among individual students. Most students across all grades showed the highest need for the development of writing proficiency.

The data from the state high school content exams is limited since 60% of our ELL student are in 9<sup>th</sup> and 10<sup>th</sup> grade and have taken one or no high school state content area exams so far. Those ELL students who have taken Regents exams, have not done well. This shows a greater need for these students to attend tutoring and afterschool programs and for staff development for content area teachers in ESL methodology.

Of the 8 sophomores who took the Integrated Algebra exam, only 3 met the standard. Of the 9 juniors: 3 have not met the standards for any state assessments, 3 failed one of the content exams, one failed 2 content exams and one met the standards in all exams. There was no pattern of particular content exams that gave more success or challenges than others. Of our 3 senior ELL students one student has not met the standard in any exam required for graduation, one student has passed one of the 5 needed for graduation and one has met the standard in 4 of the 5 exams required for graduation.

All our ELL students receive state assessments in both the native language and in English, where allowable by the state. So far, only students at the 9<sup>th</sup> and 10<sup>th</sup> grade level have chosen to write their answers in their native language on Regents exams, six on the Global History and one on the Living Environment exams. Five of the six students who took the Global in Chinese passed this exam. The one ELL student who took the Living Environment

in Chinese passed this exam. In the past many students reached English Language Proficiency by the 11<sup>th</sup> and 12<sup>th</sup> grade and took most of their Regents in English.

UNHS recognizes the importance of language and culture in the development of a school community that includes all students and their families. We are committed to making sure that parents and other stakeholders understand our LAP and the program design of our free-standing ESL program.

Our instructional program is designed to include ESL, ELA, NLA and content area instruction that is aligned to New York State ESL, ELA and NLA standards and meets all the CR Part 154 requirements. This instruction includes the scaffolding of academic language and complex content. It engages students through teaching language and structure in context with the use of visuals, realia and other scaffolding strategies that promote student achievement. Materials and texts that connect to students' cultures and experiences help them make connections to prior knowledge and to access new information. The program emphasizes accountable talk and the use of academic language for oral and written discourse.

As we are a small school, we have 2 freestanding ESL classes that are mixed proficiency level and mixed grade level 9-12<sup>th</sup> grade. The language of instruction is English and the teachers scaffold instruction for the different proficiency levels. The advanced students attend one of the 2 ESL classes, the intermediate students attend both classes and our one beginning student receives a third period of ESL during her double period Humanities class which is taught by an instructor licensed in both ESL and ELA. By scheduling our 9<sup>th</sup> grade ELL students in a double period ELL Humanities class with a teacher who is double certified in ESL and ELA and by using 2 other ESL teachers for the free-standing ESL program we are able to provide 9th grade students with more than the mandated minutes of ESL with a certified ESL teacher.

ELL Students with IEPs (7) receive services as mandated by their IEP and as written in their IEP goals. Five of these students receive resource room services as an additional instructional period. This class develops additional literacy, language and study skills and is taught in English. These students also participate in the free-standing ESL program. Two of these students receive integrated co-teaching services in their major subject areas in addition to participating in the free-standing ESL program.

All SIFE students are programmed for our free-standing ESL program. They are given additional literacy based activities integrated into the ESL curriculum. They are also programmed for an NLA class to provide additional language development. They receive 50 minutes of study hall three times a week and are encouraged to attend the after school tutoring and afterschool Title III program. Their records are reviewed periodically by guidance and counseling is offered as needed.

Eight of our entitled students have received between 4-6 years of service. As part of our freestanding ESL program, this group receives instruction focused on the development of reading and writing, the language modalities that they struggle with the most. Their records are reviewed periodically by guidance and counseling is offered as needed. They attend study hall three times a week for 50 minutes and they are encouraged to attend our afterschool Title III program.

Seventeen long-term ELL students have received 6 or more years of service. They participate in the free-standing ESL program with curricular activities designed to enhance their test taking skills and to develop their reading and writing. These students are proficient in speaking and listening so their strengths in these areas are used to support their development of reading and writing. Their records are reviewed by the guidance department every 6

weeks to monitor their academic achievement and to provide counseling as needed. These students attend study hall three times a week for 50 minutes and are encouraged to attend our afterschool Title III program.

Although it is not mandated in the CR Part 154 regulations, our ELL students whose native language is Chinese or Spanish also receive a period of instruction in their native language. These classes include native and heritage language learners. All LOTE instructors have state certification. We also offer French and Portuguese as elective languages for further enrichment.

We are fortunate to have 5 teachers with state certification in ESL as well as 4 teachers of LOTE teachers, one of Chinese and 3 of Spanish with state certification who instruct our ELL students. Copies of all licenses are on file at the school. We presently have 30 entitled students including: one beginning student, 23 intermediate 5 advanced.

We have very few newcomer ELL students. Below are the steps to identifying these students:

1. When we have students new to the school system the *Home Language Survey* is administered to parents by our licensed ESL teacher who is our LAB/BESIS coordinator in the appropriate native language. This is done the first day the parent arrives with their child. The teacher interviews the parents with a translator when needed and makes the determination of whether the student is eligible for testing.
2. The first time the parent comes to the school to enroll their child, the LAB/BESIS coordinator also gives the parents an individual orientation with the student's guidance counselor. If the parents have time to view the NYCDOE DVD that explains their program choices they do that at this time. If not, parents are given the option of returning by appointment to view this DVD at their convenience or to take the DVD home to view. Parents also receive the NYCDOE brochure explaining their program choices and the LAB/BESIS coordinator with the counselor explain their choices and answer questions the parents may have. Once parents have viewed the DVD and had their questions answered, they complete the program selection form.
3. If they would like more time to explore their options they complete this form at home and mail it in. If for some reason the parent does not return a program selection form, the LAB/BESIS coordinator follows up by phone until we receive this form. Parents are advised that if they do not complete this form, the default choice is a TBE program. Since we do not have sufficient numbers in any one language group to offer a bilingual program, if parents want their child to transfer to a bilingual program, our guidance counselors help them with this process. In the past few years, parents have selected a freestanding ESL program which aligns with our program model. In a few cases, we have had the parents of SIFE students request transfers to bilingual programs and we have worked with the district to follow the parental choice.
4. The LAB/BESIS coordinator also follows up within the first 5 days by administering the LAB-R exams to determine entitlement for bilingual services. If the student does not pass this exam and is Spanish speaking one of our 3 Spanish speaking licensed teachers administer the Spanish LAB exam. Those students who do not pass the LAB-R exam are scheduled for free-standing ESL services. The LAB/BESIS coordinator then mails out in a letter of entitlement to the parents which informs the parent of whether on their child's LAB-R score the student is entitled or not entitled to services.

5. Each year the ESL teacher administers the NYSESLAT to all entitled students to determine continued eligibility. Each year, when we receive the results of the NYSESLAT we send out continued entitlement letters to all parents of student who continue to receive ELL services which gives them an opportunity to change their original program choice.

6. Of the continuing students, many of whom enter from middle school already entitled, all currently enrolled ELL students show a parental choice of a free-standing ESL program. We also send out letters to parents of students who are no longer entitled so that they understand what services their children are receiving. We encourage former ELL students to attend our afterschool Title III program, afterschool tutoring and Regents prep classes. Our guidance department reviews these students' credits and counsels them periodically to monitor their progress and provide additional support.

The materials for the ESL courses comprise basal series that include both content and language instruction, specifically the *Visions* and *Voices in Literature*, extended fiction and nonfiction texts for class assignments as well as classroom libraries with materials across all levels for independent reading. The materials for the Humanities class include extended fiction and non fiction texts, classroom libraries with materials across levels for independent reading in fiction and in social studies content. For Social Studies students have both a standard Social Studies textbook and a supplemental text with simpler syntax and vocabulary as an additional resource. In addition, we provide students with bilingual dictionaries and glossaries. ELL students with special needs participate in the same standards-based program as all UNHS students while receiving the supports they need to achieve, as reflected in their Individual Educational Plans.

Students who are no longer entitled after passing the NYSESLAT in the last 2 years are monitored to assess their success. Those that are having difficulty are encouraged to attend tutoring in the afterschool Title III Humanities program. If needed, we continue to support them in an ESL class for one year after passing the NYSESLAT although we have no students needing this additional support this year.

ELL students receive an instructional program with the same emphasis on academic rigor as the rest of our student population. They attend classes integrated with the entire student body except for designated ESL and ESL Humanities classes. They produce complex writing and presentations that reflect comprehension of academic principles and concepts as well as proficiency in different modes of academic discourse. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer conferencing, and the use of oral and written academic language. Students in all grade levels are programmed by English language proficiency level for the mandated number of minutes of ESL. These classes are mixed grade (9-12) self-contained ESL classes. Because we are a small school, all classes are also mixed proficiency levels. We do not have a push in /pull out program. ESL is taught as its own class with its own curriculum based on the NYSED ESL and ELA standards for grades 9-12. For all grade levels students who test at the beginning level receive 600 minutes of ESL instruction a week, intermediate students receive 400 minutes a week and advanced students receive 200 minutes of ESL instruction and 200 minutes of ELA instruction a week.

Professional development for staff is done through workshops during teacher common time and on professional development days by our AP of ESL. Teachers also learn through intervisitations to classes taught by ESL and literacy teachers. New special education staff receive training in ELL methodology through staff workshops, intervisitations to ESL classrooms and one-on-one coaching with our AP of ESL.

The mandated 10 hours of Jose P training is provided by the AP of ESL at workshops during common planning time, through intervisitations to classes taught by ESL teachers, and one-on-one coaching by our AP of ESL.

UNHS will continue to recruit and develop a certified, highly qualified teaching staff with a commitment to the education of ELL students. We will continue to support this staff through our professional development program which emphasizes effective practices for instruction of ELL students, planning lessons that support language and content development and meeting the needs of individual learners. We will also continue to support teachers' understanding of the language and cultures of their students and their communities.

Our school works to enhance parent involvement through its PTA and SLT. All our staff, particularly our guidance counselors and our parent coordinator keep parents informed of school events and the progress of their children. The school sponsors parent workshops on PTA evenings on issues important to parents. Workshops inform parents on issues of adolescent development, the college application process, services in the neighborhood that support families and topics related to enhancing student achievement. Outreach and meetings are held in English and in our main home languages of Spanish and Chinese. Additional workshops targeting issues of concern to parents of ELLs are supported under the Title III grant.

Our Guidance department, our PTA and our parent coordinator help link parents to the many neighborhood CBOs that serve ELL parents including Grand Street Settlement which has partnered with our school from its inception.

Analysis of our ELL assessment data at teacher grade level meetings, by ESL teachers and by the LAP team reveals some patterns. Twenty-three of our ELL students have reached Advanced or proficient levels in the Listening and Speaking strands of the NYSESLAT. Twenty-one have reached the intermediate level in Reading and Writing. This pattern of strong development in listening and speaking and students' struggling with reading and writing is true across the grade levels. This has led the ESL teachers to focus on literacy development and infusing in the curriculum of activities designed to scaffold the development of reading and writing. These activities focus on teaching students reading comprehension strategies and use graphic organizers, note taking sheets and other scaffolding strategies for the development of reading and writing. In addition, the ESL and ELL Humanities teachers have developed curricular activities that allow students to use their listening and speaking skills to develop their reading and writing skills. For example, students have opportunities to discuss topics in cooperative groups that they will focus on in written essays.

The state Regents data does not show clear patterns. Last year, most of our ELL students had tested out before taking the 11<sup>th</sup> grade exams. While they were entitled to take these exams in their native language as former ELLs who had tested out the year before, they chose to take these exams in English. Several students chose to take the Global History exam in Chinese and they did show great success; 5 of the 6 passed this exam. Four of these five students also reached English Language proficiency on the NYSESLAT last year and are now former ELL students. There was not a clear pattern of comparison of students taking exams in English versus the native language. In all cases, students have both versions of the exam to refer to and then make an individual decision about which one to answer.

This is the first year we have administered the Acuity Assessments specific to ESL and are using the item analysis of these questions to revise instruction in reading and writing in ESL and content area classes. Since all teachers in the building have ELL students in their content classes, the faculty including administrators and instructional staff look at Acuity data from ESL, ELA and Math content exams periodically to revise instruction for ELL students in

grade-level teams, curricular teams and as part of their classroom instruction. Since we do not have a bilingual program, native language is used in mixed native and foreign language classes to develop literacy. In addition, the native language is used in content area classes, when needed, to clarify content area topics. This clarification happens orally through use of one bilingual paraprofessional and through providing opportunities for English proficient bilingual students to work collaboratively with their peers to clarify questions and summarize key material for their ELL peers. Teachers also provide NYSED bilingual glossaries and translated materials in content area classes where available.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s) 9-12 Number of Students to be Served: 30 LEP \_\_\_\_\_ Non-LEP**

**Number of Teachers 4 Other Staff (Specify) 1 Guidance Counselor and one Assistant Principal of ESL**

**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.

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To address the needs of our English Language learners, we at 01M448 will provide an extended day program that will provide intensive English Language instruction through an afternoon ELL Humanities Academy. More than half of our entitled students (18) are 9<sup>th</sup> and 10<sup>th</sup> graders and most of these tested at the intermediate level (15) of English Language proficiency on the NYSESLAT. This makes social studies a particular challenge for them because of its high language and content demands. In addition, at the end of 10<sup>th</sup> grade these students must pass the Global

History Regents exam which requires high-level reading and writing skills. With this in mind, we offer them multiple opportunities to receive additional resources and support to increase their English literacy development.

Our proposed program will supplement and support the mandated Part 154 school day program that all our entitled ELL students receive. The use of a highly qualified, ESL certified teacher co-teaching with licensed Humanities teachers will offer these students a curriculum that develops their reading and writing skills while focusing on both Social Studies and English Language Arts.

The Academy will run from 3:00-4:00 PM , once a week beginning in early October and running through the beginning of June to prepare students for end of the year assessments. It will be open to all ELL students in the school, grades 9-12. This after school course will support and enhance the current instructional program, with particular emphasis on preparing student for the standards required to meet graduation requirements in English Language Arts and Social Studies. The course curriculum will increase the English Language proficiency of the ELL students and emphasize those skills needed to successfully complete the essay component of the Social Studies Regents examinations, including the DBQ and thematic essays which parallel those skills needed for Task I and Task II of the ELA Regents examination. Two Humanities teachers with expertise in the 10<sup>th</sup> and 11<sup>th</sup> grade assessments will work with two ESL teachers to prepare students for these high stakes exams while at the same time building their English Language skills. This team teaching model will support students' language development while building their content knowledge. Additional support will be provided by *America Reads* tutors from NYU who will work with the teachers to provide to provide students with individualized attention at no cost to Title III.

We will use Title III funds to purchase the following instructional materials to support this program: 30 leveled books with accompanying CDs, 10 Global History Review books, 5 U.S. History review books, one CD player, highlighter tape and graphic organizer books, highlighter tape, sentence strips. These materials will support development of literacy by providing scaffolding for reading and writing activities and providing technology for reinforcing listening skills.

State learning standards to be addressed include, but are not limited to:

- Students will be able to read, write, listen, and speak for information and understanding. Students will learn how to locate and use school, public, academic, and special library resources for information and research. They will read from a variety of texts, write reports, essays, and plays following the conventions of standard English, and prepare oral presentations.
- Students will be able to read, write, listen, and speak for literary response and expression. Course curriculum will include texts from a wide variety of authors, subjects, and genres. Students will respond to literature using interpretive and critical processes. As speakers and writers, students will use oral and written language for self-expression and artistic creation.
- Students will be able to read, write, listen and speak for critical analysis and evaluation. Students will critique and produce public and functional documents appropriate to audience and purpose. They will analyze and evaluate interpretive, imaginative and persuasive texts for form opinions in light of prior knowledge, experiences, and beliefs.
- Students will be able to read, write, listen and speak for social interactions. Students will read and write for personal expression, such as notes, letters, journals, and electronic mail. They will recognize the types of language appropriate to social communication. Students will use the

social communications of others to enrich their understanding of people and their views.

Title III funds will be used to pay per session for the 4 teachers. Because the ELA and Social Studies are the most challenging subjects for our ELL students and because the majority of our ELL students are in the 9<sup>th</sup> and 10<sup>th</sup> grade level, having 2 Humanities content area teachers support the ESL teachers better addresses our ELL students' needs. This program will be held once a week after school from 3:15-4:15. The school does not use Title III funds to supervise this program because the school uses other funds to support a supervisor for all of our after-school programs from Monday to Thursday, 3:00-5:00 P.M.

**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.

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We will organize a Title III study group where 9<sup>th</sup> and 10<sup>th</sup> grade Humanities teachers will meet along with the Title III instructors to study and analyze ways to differentiate instruction for ELL students. This will both increase the Title III teachers' understanding of how to best meet the needs of the ELL students in the Title III program and enhance their understanding of the Title III Humanities curriculum topics. This study group will meet on 4 Saturdays for 3 hours and include 8 teachers.

**Description of Parent and Community Participation**

We would like to hold two 2 hour workshops for parents customized for the approximately 45 parents of ELL students. These workshops will be facilitated by a bilingual guidance counselor and our parent coordinator. These will take place in the evenings and scheduled to come before or after other parent events such as college fairs and PTA meetings to encourage parent participation and attendance at other school events. We will focus on topics such as “understanding the high school standards and instructional program”, “credits and requirements for high school graduation”, and “helping your child deal with the stresses of adolescence”. Title III funds will support per session for the guidance counselor to present and create these evening workshops.

**Form TIII – A (1)(b)**

**School: University Neighborhood High School**

**BEDS Code: 334101**

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

<b>Allocation Amount:</b> \$15,000		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current</b>

<ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>		<p><b>teacher per session rate with fringe) = \$9,978.00)</b></p> <p>4 teachers in extended day instructional Program (October – June)  .....@49.89 x 1 hr x 30 weeks.....5986.80</p> <p>1 guidance counselor @53.63 x 6 hours  (per session for two 2 hr parent workshops presentation and preparation  .....\$321.78</p> <p>Title III study group for 8 teachers (84 hours).....  @49.89 x 3.5 hours x 4 sessions x 10 teachers..... \$6984.60</p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<p><b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b></p>
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<p><b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b></p> <p><b>Instructional supplies and materials</b>  30 Leveled Books with accompanying CD's, 5 US History Review books, 10 Global History Review books, One CD player, highlighter tape and graphic organizer books  Highlighter tape, sentence strips.....1706.82</p>
<p><b>Educational Software (Object Code 199)</b></p>	(e.g., \$2,000)	<p><b>(Example: 2 Rosetta Stone language development software packages for after school program)</b></p>
<p><b>Travel</b></p>		
<p><b>Other</b></p>		
<p><b>TOTAL</b></p>		<p>\$15,000.00</p>

### **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**

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

Review of data by LAP team including review of ATS data on parents' preferred language of communication and students' home languages to determine translation and interpretation needs highlighted particular languages. Of the covered languages under the Chancellor's Regulation A663, Chinese and Spanish were the identified languages. Many parents prefer to bring relatives to interpret for them at school events.

Feedback from parents at PTA meetings and Title III parent workshop last year identified additional kinds of documents parents would like to have translated, particularly documents relating to the college application process, financial aid for college, and progress reports related to their children's achievement. Discussions with parents at parent meetings, SLT meetings and individual meetings with guidance counselors gave the school informal feedback about the need for oral interpretation.

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

The oral interpretation needs identified were oral interpretation at parent meetings, open school evening and afternoon and at special events. Two years ago, the school purchased a CASS calling system, which makes calls to parents about special events, important announcements and their child's lateness and attendance. This created the need for oral translation/interpretation of recorded messages that need to be periodically updated. Both during the school day and afterschool, our staff especially teachers and guidance counselors need interpreters to communicate with parents either by phone or during meetings with parents.

The translation needs identified related to documents not translated by the Department of Education because they are particular to our school. These included materials for parent workshops given at PTA meetings, Title III and other parent workshops and the school's special events such as our college and career Day. Letters home announcing the school's afterschool programs including extracurricular activities, tutoring, SAT and Regents preparation classes require translation. Permission forms for trips and special programs also need to be translated. Parents have also expressed written translation of progress reports and materials related to understanding the college admissions process.

These findings were reported at staff meetings, PTA, and SLT meetings.

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

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

Written translation will include translation of letters home to parents in the covered languages connected to school programs, special events and materials connected to parent workshops. Documents related to student achievement such as progress reports and report cards will either be translated or include a guide in the parents preferred language of communication. These translations are done by in-house staff including teachers, bilingual counselors and paraprofessionals who are proficient in the covered languages.

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

Oral interpretation for phone calls home, for intake of new students, for one-on-one meetings with parents by teachers, counselors and other staff is provided in-house by teachers, paraprofessional and school aides. Oral interpretation is also available at school special events and meetings. This is provided in-house by school teachers, paraprofessionals and guidance counselors.

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>.

The school will fulfill section VII of CR A-663 as it applies to our parents by:

- Distributing the "Bill of Parent Rights and Responsibilities" at PTA and SLT meetings, individual parent meetings with guidance counselors, at intake of new students, at school special events and workshops and at open school events, and through mailings to parents whose preferred language is one of the covered languages.
- Posting near our entrance translated signs noting the availability of interpretation services at our school
- Including a plan for communicating with parents in the covered languages as part of the school's safety plan

**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**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	321,863	192,242	514,105
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,218		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,922.	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,095.		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		9,613.	
6. Enter the anticipated 10% set-aside for Professional Development:	32,186		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		19,224.	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 89.74%
9. If the percentage of high quality teachers during 2008-2009 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.
  - Attend hiring fairs to find HQ candidates
  - Use the Office for teacher recruitment and Hiring to find HQ candidates
  - Utilize our partnership with NYU to recruit HQ candidates
  - Use the New teacher Finder to recruit HQ candidates

## 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 on the NYCDOE website.

### Parent Involvement Policy:

University Neighborhood High School encourages the participation of parents through an increasingly active parent volunteer program. Other avenues where parents participation is encouraged is through being an equal partner by becoming a member of the School Leadership Team and Parent Teacher Association. The UNHS Parent Teacher Association also will be developing a Title I Subcommittee. All parents of Title 1 participating students will be eligible to join. The Title I committee will be consulted regarding the use of Title I funds in the school and will be involved in the development of the school’s Title I Parent Involvement Policy and Parent School compact.

In order to build an effective home-school partnership, University Neighborhood High School will provide the following:

1. Annual distribution of a Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and strive to be a life long learner.
2. A flexible number of PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor a child’s progress in order to improve student achievement.

3. A schedule for PTA meetings where parents can network, receive support and become empowered in how to navigate the New York City Public School System
4. Plan to hold annual events for parents: End of the year appreciation ceremony, parent volunteer week, the senior parent luncheon, a mothers day luncheon raffle, and an Annual Breakfast with the Principal
5. Hold annual events for parents and teachers: Parent Teacher conferences, an end of the year field trip, a Holiday Breakfast.
6. A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
7. Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports. A newsletter from the Parent Coordinator will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
8. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
9. An annual survey for all parents shall be conducted by the Parent coordinator and PTA executive board to collect opinions and concerns of parents about the current programs and to collect suggestions for improvement and topics for meetings that will meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and members of the community are welcomed at University Neighborhood High School.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

***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 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 on the NYCDOE website.

The School Parental Involvement Policy has been developed jointly and agreed upon with parents of children participating in Title I, Part A programs, as evidenced by the school Leadership Team and the Principal. This policy was adopted by **University Neighborhood High School** in **January, 2010** and will be in effect for the period of the **school year 2009-2010**. This school will distribute the policy to all parents of participating Title I, Part A children, on or before **February, 2010**.

## **School-Parent Compact**

University Neighborhood High School 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 UNHS and the 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 2009-10.

## **Required School-Parent Compact Provisions**

### School responsibilities

#### University Neighborhood High School

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - a. The school will provide high quality curriculum and instruction by only hiring highly qualified teachers that meet NCLB Title 1 requirements. The school will then, in a collaborative fashion, put together an academic program that meets or exceeds all mandated time requirements for the four core academic classes. Along with this, every student will be assigned to a Study Hall class that will promote a supportive environment in which our students will be provided with academic support in a small group setting with a student to teacher ratio of 15:1 to assist them in their path through high school. Curriculum and instruction will be of high quality and designed by staff in a collaborative fashion and with the guidance of in house professional development, regional resources, and privately contracted educational entities, as well as our partnership with New York University to ensure that instruction is differentiated to meet the varied skill levels of the students.
2. Provide parents with frequent reports on their children's progress. Specifically, this school will provide reports as follows:
  - a. The school will provide parents with school-wide progress reports two times per semester for a total of four times per year. In addition, parent teacher conferences will be held twice per year during assigned dates, as set forth in the NYC DOE school calendar.
  - b. Individual classroom teachers will contact parents if a student is not being academically successful and consult with guidance for suitable interventions to promote student success.

3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - a. University Neighborhood High School teachers are available to parents on an as needed basis by phone or for in-school conferences by appointment.
4. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.
  - a. This is accomplished through parental involvement in the SLT and PTA. The PTA will hold meetings to revisit the school parent compact and discuss what progress is being made and whether the compact contract has to be modified to best encourage parent involvement and student support.
5. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing and timely manner.
  - a. This is accomplished through parental involvement in the SLT and PTA.
6. Hold an annual meeting to inform parents of this 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. This school will convene the meeting at a convenient time for 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. This school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
7. 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.
8. Upon request, school-based inquiry teams will provide pertinent information about school data and how it is used to best serve our student population.
9. At 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. This school will respond to any such suggestions as soon as is practicably possible.
10. Provide to each parent an individual student report about the performance of their child on the state regents exams.
11. 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 Title I.
12. Provide regular professional development and instructional assessment tools to promote the continued educational advancement of all instructional staff.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch, video games, texting, web surfing for entertainment purposes.

- Attend field trips in the 9<sup>th</sup> through 12<sup>th</sup> grades designed to introduce students to post-secondary institutions.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time; ensuring adequate study time, encouraging tutoring when necessary, attendance at after school events.
- Staying informed about my child's education, academic progress, and behavior in the school building.
- Communicating with this school by promptly reading all notices from school or the school district either received by my child or by mail/email, and by responding, as appropriate.
- Notifying the school of any pertinent changes in my child's health, living environment and/or address, change of guardianship, or life event that may affect my child's performance in school.
- Becoming involved in developing, implementing, evaluating, and revising the school-parent policy.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on this school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, this school's Support Team or other school advisory or policy groups.

## **Optional Additional Provisions**

### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Be in school every day and on time.
- Do my homework every day and ask for help when necessary.
- Read at least 30 minutes every day outside of school time.
- Give to our parents all notices and information received by me from my school.
- Engage in extra-curricular activities, such as clubs, sports, or student government.
- Promote a positive tone within the school building through words and actions.
- Will not engage in physically destructive acts such as graffiti writing or destroying school property.
- Attend all after school and Saturday Regents Prep sessions offered by the school if applicable. Participate in services provided by the school or Community based organizations to receive academic tutoring and/or test preparation.
- Do our best to respect school rules and to act in ways that promote a safe and effective learning environment for all students.

## 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.

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.

Please refer to the Needs Assessment in Section 4, pages 10-15

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.
    - o 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.

Please refer to the Needs Assessment in Section 4 pages 10-15 and Appendix #1, part B page 25.

3. Instruction by highly qualified staff.

Is 89.74% and has increased each year for the past three years. We expect to achieve 100% HQ staffing next year.

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.

Please refer to Section 6 Action Plan for Comprehensive School Wide Goal # 1

5. Strategies to attract high-quality highly qualified teachers to high-needs schools.

Please refer to page 35

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6. Strategies to increase parental involvement through means such as family literacy services.

Please refer to Appendix 4, Part B, Parent Involvement Policy on pages 36-40.

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.

Not Applicable.

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.

UNHS has a Professional Development Committee consisting of teachers, a coach and an Assistant Principal that meets alone and with the school's Data Inquiry team to provide information about and 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.

Please refer to the Needs Assessment in Section 4, pages 10-15 and Appendix 1, Part B pages 24-25.

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.

Please refer to Appendix 1, part B, pages 24-25

#### **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 IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** Improvement/  
Comprehensive for Math and ELA      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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. **This is addressed in the “Needs Assessment” of the CEP**
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. **This is addressed in the “Needs Assessment” of the CEP**

### **Part B: For Title I Schools Identified for Improvement**

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement. **This is addressed in the “Action Plan” of the CEP**
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.  
**There is only one teacher who is in need of mentoring. She will be mentored by a highly qualified Spanish teacher, using tax levy funding. This is overseen by the Assistant Principal, Supervision. Mentoring will be funded with Fair Students Funding.**
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. **Parents were notified in PTA meetings in September and October. The School Report Card and data for 2008-2009 was reviewed. Letters were mailed to homes in October. SES packets were delivered in PTA meetings and handed to students who qualify. SES providers presented at PTA meetings.**

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<sup>1</sup> 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.

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

**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.

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**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)*<sup>2</sup> 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

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<sup>2</sup> 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

University Neighborhood High School staff met in professional development meetings in October and November to review all the Audit findings and to reflect on past practice and progress that has been made this year. While the staff did not seem to feel that we have a problem aligning curricula with state standards, some interesting questions arose in the discussion: How do you balance skills and content in lessons? Looking at the curriculum findings, the issue of balancing skills and content, making choices about which processes should be used to deliver the skills and content. They also discussed best practices asking, *What is a best practice?* and *How could we better share best practices?*

We felt that the curriculum is aligned to state standards, but that there was room for improvement. Now, department and curriculum teams meet each Friday afternoon to further align state standards with curriculum maps and units. Quarterly uniform exams are also being aligned to state standards and item analyses have begun to measure proficiency.

We also discussed the need for more extra curricular activities to motivate students, and a concern involving how we differentiate for the top students to keep them challenged and motivated.

The school has a commitment to develop consistent standards-based curricula and instructional practices that effectively meet the data diagnosed needs of the student population. The Friday afternoon professional development blocks are used for collaborative planning and for professional development.

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?

One exercise the teachers are involved in now is the annotation of Uniform Mid-term exams. We hope to use these as periodic exams four times throughout the year, and we are creating spreadsheets to allow us to track which students are proficient in certain standards. The exercise does not seem to show that our curricula are not aligned with standards, but that we have to create better ways to assess and track student achievement.

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.

## **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

University Neighborhood High School staff met in professional development meetings in October and November to review all the Audit findings and to reflect on past practice and progress that has been made this year.

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

Applicable  Not Applicable

Teachers in our conference felt that they had made considerable progress assessing students and saw a need for differentiating instruction on a daily basis as a result. They voiced concerns that some of professional development on Differentiation that we have had in the past was not as useful as professional development that is provided by trainers who work side-by-side with teachers modeling differentiation in classrooms. We will be working with Aussie and two of our Team Teaching trainers to provide this.

Teachers also discussed widening our Intervisitation Program to allow more teachers to share best practices. They discussed having teacher intervisitations across grade levels within the disciplines and across disciplines within the grade level.

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?

While our school demographic has changed considerably over the past few years we have seen a jump in the number of team teaching classes we offer and in the number of students who come into us at very low performance levels. To address these issues we must provide training that will allow these teachers to provide differentiated lessons that challenge our top third and support our lowest third.

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.

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## **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* (SOM<sup>3</sup>) 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.

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<sup>3</sup> 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.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

University Neighborhood High School staff met in professional development meetings in October and November to review all the Audit findings and to reflect on past practice and progress that has been made this year.

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.

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**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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

University Neighborhood High School staff met in professional development meetings in October and November to review all the Audit findings and to reflect on past practice and progress that has been made this year.

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

Applicable  Not Applicable

In the past few years as we underwent rapid growth in student population, and flowing from our Partnership with NYU, we hired many of our former student teachers who had received training that was important to us. We found ourselves having a majority of the staff with less than three years experience, and a large number of teachers in need of mentoring. In addition, a large proportion of the staff

was completing Masters Degrees in the evenings. This increased workload, combined with the work of approaching new curricula and learning new teaching and classroom management strategies has had an impact on school tone and learning.

Our turn over rate of teachers however is very low and we have had retention rates of over 90% each year. We are hoping that our increased combined experience will lead to more stability this year.

This year, out of 43 teachers, we have only two teachers who are new to our school. Only one of them is new to teaching.

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?

As stated above, this year, out of 43 teachers, we have only two teachers who are new to our school. Only one of them is new to teaching.

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.

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

University Neighborhood High School staff met in professional development meetings in October and November to review all the Audit findings and to reflect on past practice and progress that has been made this year.

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.

We have had two teachers trained in QTEL and hope to have one more trained this year. We will organize a Title III study group where 9<sup>th</sup> and 10<sup>th</sup> grade Humanities teachers will meet along with the Title III instructors to study and analyze ways to differentiate instruction for ELL students. This will both increase the Title III teachers' understanding of how to best meet the needs of the ELL students in the Title III program and enhance their understanding of the Title III Humanities curriculum topics. This study group will meet on 4 Saturdays for 3 hours and include 8 teachers.

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

University Neighborhood High School staff met in professional development meetings in October and November to review all the Audit findings and to reflect on past practice and progress that has been made this year.

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?

We have several concerns about our English Language Learners, including concerns with low performance on Regents exams. Those students who lab out and no longer receive accommodations may not yet have risen to a level of proficiency that will bring success on Regents exams. We have reviewed our data often. We have to use data more effectively in targeting ELL student achievement.

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.

As stated above we are using Title III to provide some grade teams professional development in making curriculum and materials appropriate to English Language Learners.

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### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.  
See above.

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?

Over the past few years the number of students with IEPs in our school has risen significantly from 7% of the population to 25%. We have added many Integrated Co-teaching classrooms and have increased the number of Resource Rooms and Skills classes accordingly. We have sought out additional professional development in working with students with IEPs, in Differentiating Instruction, in Team Teaching, in understanding IEP Goals, and in collaborating to write specific measurable IEP Goals that benefit student learning. We will continue this professional development initiative all year.

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.

We are receiving training from Goldmansour and Associates, from the ISC and from NYS Education Department. We are also looking into providing additional, in class training to teachers through AUSSIE. Staff will receive additional training in 12:1 Teaching and vocabulary teaching strategies.

**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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

University Neighborhood High School staff met in professional development meetings in October and November to review all the Audit findings and to reflect on past practice and progress that has been made this year.

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?

While we continue to provide all testing modifications and accommodations, we found that we need more training in IEP Goal writing, and designing goals that are aligned state exams and that provide measurable objectives for special and regular education teachers in an effort to raise credit accumulation and Regents exam passing percentages for students with special needs.

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.

Our staff is committed to professional development in re-writing IEP's, creating specific behavior and academic goals. Our transition coordinators have received training in aligning IEP Goals and will work further to involve the rest of our staff in providing IEP's that give a more accurate picture of the student the student's progress.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
Nine students are currently in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  
We provide crisis and at-risk counseling through our guidance department. We also provide after school tutoring, and referrals to CBO's.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.