



**UNIVERSITY HEIGHTS HIGH SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 07X495, UNIVERSITY HEIGHTS HIGH SCHOOL

**ADDRESS: 701 ST. ANN'S AVENUE
BRONX, NEW YORK 10455**

TELEPHONE: 718-292-0578 (as of Fall 2010)

FAX: 718-292-4276 (as of Fall 2010)

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07x495 **SCHOOL NAME:** University Heights High School

SCHOOL ADDRESS: 701 St. Ann's Avenue Bronx, NY 10455

SCHOOL TELEPHONE: (718)292-0578 **FAX:** (718)292-4276

SCHOOL CONTACT PERSON: Francine Cruz **EMAIL ADDRESS:** Fcruz32@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ruth Smith

PRINCIPAL: Hazel Joseph-Roseboro

UFT CHAPTER LEADER: Pablo Muriel

PARENTS' ASSOCIATION PRESIDENT: Nona Samuels

STUDENT REPRESENTATIVE:
(Required for high schools) Rachelly Then

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** CFN #411

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: _____

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Hazel Joseph-Roseboro, IA	*Principal or Designee	
Pablo Muriel	*UFT Chapter Chairperson or Designee	
Nona Samuels	*PA/PTA President or Designated Co-President	
Claudette Coles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gloria Guadalupe	DC 37 Representative, if applicable	
Rachelly Then	Student Representative	
Andreyana Santana	Student Representative	
Gene Adams	CBO Representative, if applicable	
Elena Then	Member/Parent	
Irma Toapanta	Member/Parent	
Maria Fernandez	Member/Parent	
Agusto Sanchez	Member/Parent	
Ruth Smith	Member/Teacher	
Lillian Martinez	Member/Teacher	
Alan Hilliard	Member/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.

We seek to create a community where cooperation rather than competition between students is valued and where mutual trust between teacher and student plays a central role in shaping the learning experience. University Heights is committed to providing a setting where pressures for sameness are reduced and the entire community treats students' individuality with respect and dignity. Through our teaching, we attempt to create classrooms in which the give and take of ideas and the honing of the work process enable students to thrive. In our classrooms, thoughtful and passionate learners become willing participants able to explore new areas of intellectual growth and to apply learning beyond the classroom. These are the founding principles of the Coalition of Essential Schools (CES).

We are a community of learners that includes students, staff, parents, university and community partners. We focus on the whole person and insist that we all use our minds well in order to develop ethically, intellectually, socially and physically. We are continually seeking to refine the skills, areas of knowledge values, and the habits of mind that we believe are essential to being productive and well educated. Our students will meet or exceed high learning standards at the secondary school level.

We emphasize respect for oneself and for others, appreciating that all of these come through a sense of achievement. We recognize that for students to reach high standards, we must find ways for them to take responsibility for their own learning. Faculty members work with students, helping them to reach the standards of our community. It is our experience that students succeed most often when their families and the school work together.

Together, the members of the University Heights community share a philosophical commitment to being:

A Diverse Community

We gain strength through our multi-cultural, multi-age, multi-talented community, and we use that strength as a foundation of our curriculum. This curriculum celebrates and values the differences within our school community and our global community, and addresses the learning needs of all students through a focus on multiple intelligences. To support the curriculum, we offer several extracurricular experiences to students: Student Government, Peer Mediators, HIV/AIDS peer educators, Project Adventure Leaders, Technology Leaders, school literary magazine, yearbook, power writing, college level classes via our collaboration with our host, BCC, basketball, softball, chess club and the CUNY Creative Arts Team.

A Standard-Setting Community

All students move through a series of benchmarks and are graduated by credit accumulation. We hold students accountable to State and City performance standards, as well as internal standards of good citizenship and community participation. To participate in extracurricular activities, students must also be members in good standing of our school community.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	University Heights High School				
District:	07	DBN #:	07x495	School BEDS Code:	321000011495

DEMOGRAPHICS									
Grades Served in 2009-10:	<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"/> x 9	<input type="checkbox"/> x 10	<input type="checkbox"/> x 11	<input type="checkbox"/> x 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88.5	88.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.3	95.5	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		76.5	78.6	91.4		
Grade 8	0	0	0						
Grade 9	108	113	134	Students in Temporary Housing: Total Number					
Grade 10	130	120	104	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	113	104	106		1	12	3		
Grade 12	74	95	106						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	425	432	450		1	1	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	6	4	4	Principal Suspensions	42	56	TBD		
No. in Collaborative Team Teaching (CTT) Classes	23	25	23	Superintendent Suspensions	6	1	TBD		
Number all others	8	5	6						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	TBD	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	25	18	27	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	6	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	25	23	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	15	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	3
	2	3	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	80.0	91.3	100.0
Black or African American	25.4	21.8	17.6	Percent more than five years teaching anywhere	64.0	69.6	TBD
Hispanic or Latino	72.9	75.7	78.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.2	1.3	Percent Masters Degree or higher	84.0	87.0	TBD
White	0.9	1.2	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	100.0	100.0
Multi-racial	N/A	N/A	TBD				
Male	42.6	42.6	40.4				
Female	57.4	57.4	59.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	N/A	ELA:	✓
	Math:	N/A	Math:	
	Science:	N/A	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**	Progress Target
All Students	✓					✓	
Ethnicity							
American Indian or Alaska Native							
Black or African American	--						
Hispanic or Latino	✓						
Asian or Native Hawaiian/Other Pacific Islander							
White						--	
Multiracial							
Other Groups							
Students with Disabilities	--					--	
Limited English Proficient	--					--	
Economically Disadvantaged	✓						
Student groups making AYP in each subject	3					1	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher 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 your school's 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?
-

What student performance trends can you identify?

- **Based on the 2009-2010 School Report Card, Progress Reports, Scholarship Reports and ARIS data, UHHS has seen an upward movement in the number of students that are passing the ELA Regents exam.**
- **Based on school based assessments, there has been an increased number in the number of students demonstrating competency in the Performance Based Assessments Tasks (PBAT) and Portfolio preparation.**
- **Based on 2009-2010 school self assessment data, there has been an increase in the number of students in all grades that are eligible for and successfully complete Honors classes and College classes.**
- **Based on Quality Review self assessment data and parent survey information, there has been an improvement in the number of parents attending the PTA meetings and conferences. Sixty percent of our parents currently attend parent teacher conferences.**

What have been the greatest accomplishments over the last couple of years?

- **Based on 2009-2010 School Report Card and Quality Review data, academic achievement has consistently improved. University Heights High School is a school in good standing with the State of New York and has received an A on the Progress Report for four years in a row.**
- **Based on school self assessment, curriculum team work and student surveys, our curriculum has been more unified and has developed more in the area of differentiation, use of technology, and assisting students to become independent thinkers and prepared for postsecondary education.**

- **Based on Progress Report Data, ELL data and Special Education data, our ELL and Special Education populations have made significant academic progress and the percentage of students achieving mastery in academic subjects has increased.**
- **Credit accumulation overall has been consistent and at-risk students have made significant gains.**
- **Based on attendance data and teacher feedback, providing students with a tutorial (Homework Help) class has increased student attendance to this addition support and has aided in improving student achievement.**

What are the most significant aids or barriers to the school's continuous improvement?

The move, in September, to a new campus will be an adjustment for all stakeholders. After so many years at our present site the move may result in challenges that go along with sharing space with another school in the same building. Some challenges may be consistent attendance in our afterschool tutorial classes and enrichment activities. Most of our students reside closer to the original school site and therefore may find travel, particularly at later times, more difficult.

A significant aid in our school's continuous growth is that most of our teachers at UHHS are highly qualified and 91% have taught more than four years at this school, which aids in fostering and promoting a cohesive staff. Our school culture and dedication to improving student achievement is evident in the high quality education we provide and the high expectations we have for our students.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

<p>1. UHHS will increase by 5% the number of students scoring at or above 65% on ELA Regents exam by June 2011.</p>	<p>Analyze student data and obtain teacher feedback on those students who demonstrate poor test taking skills. Target this population by infusing test taking strategies into the English curriculum and in the after school, tutorial, and Saturday programs.</p>
<p>1. UHHS will increase by 5% the number of students passing freshman/sophomore classes by June 2011 so that they are on track for the Early College Model.</p>	<p>After a review of the data, it was determined that this increase would be accomplished best by determining the early identification of the Early College Cohort and the alignment of services to support these students such as credit retrieval, extended day, and Saturday programs.</p>
<p>2. In the 2010-2011 school year, an additional 10% of the staff will implement differentiated instruction and project driven instruction.</p>	<p>Staff members within the curricular groups who can lead staff development in this area and turn-key their expertise will be identified and utilized. Consultants will be used to support teachers in this area.</p>
<p>4. UHHS will raise parent attendance by 5% at school related functions, parent meetings, work-shops, & school exhibitions in the 2010-2011 school year.</p>	<p>Invitations to these events will be sent out by the parent coordinator in both English and Spanish and held in the early evening 6:00 or 6:30 P.M., with light refreshments so that parents may come directly from work to the school. Students’ work & projects will be posted by the teachers on the bulletin boards for the parents to view and reminders will be given to students to encourage their parents to attend these events.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English/ELL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase by 5%, the number of students scoring at or above 65% on ELA Regents exam by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Offer Tutorial Assistance from Mon-Thursday afterschool from September to June • Schedule double block in English Prep classes for ELA for both the fall and the spring terms • Target Level II's with AIS and differentiated instruction on a daily basis in the classroom • Target high Level I's with AIS • Use Grow reports to identify incoming freshmen for AIS • Align support services for ELLs and Special Needs students • Develop cadre of student tutors <p>Responsible staff will include English teachers, Special Education teacher and ESL teacher working in conjunction and under the supervision of administrative staff.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Support professional development for all staff • Support double block where financially feasible • Support Saturday programs, credit retrieval programs where financially feasible <p>Funding source: Title I, Fair Student Funding, Children's First support, Tax Levy</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Attendance
- Teacher assessments/anecdotal
- Pre-post standardized test simulations and Interim Assessments
- Exam data
- Program adjustments/modifications
- Student projects/exhibitions
- Progress Report Data
- Cohort Data

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Early College Model

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase by 5% the number of students passing freshman/sophomore classes by June 2011 so that they are on track for the Early College Model.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Credit retrieval programs • Extended Day/Saturday classes • Continued Collaboration with BCC faculty • Early identification of Early College cohort • Align Support Services for this cohort <p>Responsible staff includes designated teachers, grade level advisors and Principal.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Support professional development where feasible financially • Support double block where feasible financially • Support Saturday programs, credit retrieval programs where feasible financially <p>Funding source: Title I, Fair Student Funding, Children's First support, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Attendance • Teacher assessments and grades • Pre-post standardized simulations • Regents Exam scores • Student projects/exhibitions • Scholarship reports/Passing and Failing • Credit accumulation • Parental input

	<ul style="list-style-type: none">• Measurable criteria provided by report card every 28 days
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Differentiated Instructional Strategies/All Content Areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In the 2010-2011 school year, an additional 10% of the staff will implement differentiated instruction and project-driven instruction</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Identify and hire consultants (where feasible) to help us develop strategies for differentiation and DYOs • Target professional development in these areas • Identify staff member within our curricular groups who can lead conversations in these areas • Analyze and share student data across grades and curriculum groups to target students for intervention. <p>Responsible staff includes all Teachers working with the support of our CFN, Curricular Leaders, and school administrators.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Support professional development where feasible financially • Support double block where feasible financially • Support Saturday programs, credit retrieval programs where feasible financially • Funding is allocated for professional development consultants, per session for staff development, and instructional resources <p>Funding source: Title I, Fair Student Funding, Children’s First support, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Assessment • Agendas for Staff Development, Committee, Grade and Department meetings • Staff Feedback/Surveys • Regents scores • Exhibitions • Quantifiable data provided by report card every 28 days

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>UHHS will raise parent attendance by 5% at school related functions, parent meetings, work-shops, & school exhibitions in the 2010-2011 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Continue to hold monthly bilingual meetings • Increase the number of parents in conferences related to their children • Design a needs assessment and structure workshops for parents based on results • Use positive behavior intervention strategies (i.e. positive phone calls and/or letters to parents) • Host recognition ceremonies for students (i.e. Perfect attendance, Principal's List) <p>Responsible staff will include teachers, grade advisors, parent coordinator, and school administrators</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Financial support for monthly meetings • Financial support workshops for parents • Financial support for outreach for parents <p>Funding source: Title I, Fair Student Funding, Children's First support, Tax Levy, ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at meetings • Agendas for meetings • Parent and Staff Feedback/Surveys

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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	15	5	0	3	1	0	10	0
10	7	6	3	0	2	0	10	0
11	10	3	2	2	0	0	12	0
12	10	2	11	0	0	0	5	0

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>English is offered in a double period to 9th and 10 grade students. We offer specialized ESL classes taught by a licensed ESL teacher. All Special Education students are integrated into regular classes and receive support via push in or pull out by Special Education teacher. Tutorial is offered three times per week in individual and small group settings. After school classes are also available in English and Digital Portfolio. Good Shepherd also offers additional tutoring opportunities in their after-school program. Literacy institutes are offered during holiday breaks as well. Writing intensives are offered through Workshop Course from Bronx Community College and Inwood House.</p>
<p>Mathematics:</p>	<p>All incoming students are tested to determine math level placement. Math is offered to all students across the grades five times a week in 46 minute instructional periods. Tutorial is offered three times per week in individual and small group settings. After school classes are offered as well. Good Shepherd also offers additional tutoring opportunities in their after-school program. Saturday classes are offered as well as college math courses from Bronx Community College.</p>
<p>Science:</p>	<p>Science classes are offered across the grades, five times per week in 46 minute instructional periods. ELL and Special needs students are integrated into regular classes and are supported by push in or pull out services. Project Focus which has a science orientation offers students opportunities via collaboration with Purchase College. Tutorial is offered three times per week in individual and small group settings. After school classes are offered as well. Good Shepherd also offers additional tutoring opportunities in their after-school program.</p>
<p>Social Studies:</p>	<p>Social Studies classes are programmed for all students in grades 9-12, five times per week for 46 minutes. ELL and Special needs students are integrated into regular classes and are supported by push in or pull out services. A grant from NEFTE allows us to offer a special program for young entrepreneurs. Tutorial is offered three times per week in individual and small group. After school classes are also available. Good Shepherd also offers additional tutoring opportunities in their after-school program.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students are provided with individual counseling, ranging from weekly sessions with our part-time psychologist to regularly scheduled sessions with our guidance counselor, full-time social workers, part-time social work interns, LYFE Center parenting social worker, dean and family group advisors.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The part time psychologist tests and evaluates students and updates IEP's. He is a part of our Support Team and Crisis Intervention Team. He also assists with referrals.</p>

<p>At-risk Services Provided by the Social Worker:</p>	<p>Our school social workers, social work interns, psychologist and guidance counselor hold weekly support meetings for students dealing with specific issues which may interfere with their academic functioning. These groups deal with anger management, domestic violence; succeeding in high school, peer-pressure, transitioning into post secondary life, gender issues, etc. Service providers support students as a result of referrals, and academic and behavioral interventions.</p>
<p>At-risk Health-related Services:</p>	<p>Parents are included in conference sessions with social workers, social work interns, psychologist, dean, guidance counselor, nurse, health aide, teachers, and administrators to ascertain appropriate recommendations for supporting students who are experiencing difficulties due to health-related issues. On-site clinical support is provided by Montefiore Hospital.</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) Grades 9-12 Number of Students to be Served: 25 LEP 418 Non-LEP

Number of Teachers 22 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program –

Language Allocation Policy 2010-2011

The school's enrollment is 453. Currently, 25 students are in the ELL category. This means that these ELL students comprise 5.52% of the population. Nineteen of our ELL students are Long-Term; five are in the 4-6 year category. Only one student is a newcomer to the United States. Two ELL students are Special Needs and two have been designated SIFE students. The school currently offers a Freestanding ESL program. There is one certified ESL teacher; there are two certified foreign language teachers currently on staff. Their licenses/certifications are on file.

ELL Identification Process

When a student is first enrolled at University Heights High School, Ms. Janitzia O'Neil begins the registration process. Once it has been determined, through the initial screening, that the student is a candidate for UHHS, parents complete various forms. Among the registration forms is the Home Language Identification Survey (HLIS). This form is used to determine if the student speaks a language other than English. The form consists of two parts. Part one has four questions and part two has four questions. If the parent answers "other than English" to one of the first four questions and "other than English" on two of the second four questions, then an oral interview will be conducted. Ms Francine Cruz, a licensed teacher and school administrator, or another design EPIC trained pedagogue, will conduct the oral interview of both the parent and the student. Both the responses on the HLIS survey and the oral interview of the family will be used to determine if the student should be administered the LAB-R Exam (Language Assessment Battery). The interview must be conducted in the preferred language of the parent as indicated on the HLIS form and also in English. Therefore, if the parent indicates that they prefer communication in Spanish, then the interview will be conducted in Spanish and English. If there is not a pedagogue available that speaks the language requested by the parent, then the DOE translation services will be utilized.

Francine Cruz will administer the HLIS and conduct the oral interview. If it is determined by the HLIS form in conjunction with the oral interview that the student speaks another language other than English, then the LAB-R will be administered by the ESL Teacher, Ms. Virginia Campbell. The LAB-R is the initial assessment used to determine entitlement to ELL services. Ms. Virginia Campbell hand scores the LAB-R. The exams are then sent to the Assessment Office at the Integrated Service Center at 1 Fordham Plaza. The reason for hand scoring is to ensure that the entire process is completed in a timely manner. Scoring at the scan center can take up to 30 days. The entire process from identification to placement in the appropriate services must be completed within 10 days. If the student's home language is Spanish, then the Spanish LAB-R is also administered by Francine Cruz.

Once the LAB R is administered, the result of the Listening, Reading and Writing components of the exam are totaled. If the total score is 52 or above, then the student is **not** entitled to ELL services. A Non Entitlement letter is sent to the parent. If the student scores 51 or below, then they are entitled to ELL services and an entitlement letter is sent to the parent. The entitlement letter includes an invitation to a parent orientation. The purpose of the parent orientation is to inform the parent/guardian of the various ELL programs available in the DOE. This communication to parents is sent in the preferred language as indicated by their response on the HLIS. The letter is available on the DOE site in 13 languages. If the parent's preferred language is not on the site, then UHHS will make arrangements to have the letter translated in the parent's preferred language.

Students that have been identified will have to take the NYSESLAT test every spring. This student list will be generated every spring via the RLER report on ATS. Until the student tests out of the NYSESLAT exam, he/she will be entitled to ELL services and parent will receive a continued entitlement letter.

During the parent orientation, the DOE EPIC video will be shown to parents. This video outlines the three different options available for in the DOE: Transitional Bilingual, Dual Language and Freestanding ESL. Information in the native language (translation) will be available upon parental request. Pedagogues in the school building speak the following languages and are available to answer questions: Spanish, French, Italian and Igbo. The DOE EPIC video is available in thirteen languages. The parent coordinator will also be available at the parent orientation meeting for parental support and questions and translation (if necessary). After viewing the video, parent will be given the parent survey. The parent will then select which of the three programs offered by the DOE they would like for their child to attend. The pedagogue presenting video will review the benefits of each program and discuss what the research shows to be the best program for ELLs.

The school will ensure that that entitlement letters are distributed and Parent Survey and Program Selection forms are distributed and returned by having parents complete at the school immediately when they come for the parent orientation. If after a letter is sent to a parent, they do not attend the parent orientation meeting, then a second letter will be sent. A copy of that letter will also be given to the student to hand deliver to parent. A follow up phone call will be made to ensure that parent has received the second letter. If after the third attempt, parent can not attend, then a phone conference will be held. Since the ELL Program video is now available for parents to view on the DOE site, parent can view the video in their preferred language, and then make their selection. All attempts will be documented by noting the date letters were sent and phone calls will be logged. Another pedagogue will be present if a phone conference discussing the program options is conducted.

Currently, University Heights High School offers Freestanding ESL services. If the parent selects another program other than ESL, then they will be given the information of other schools in the community that offer their choice. Arrangements will be made for the family to return to the Office of Enrollment with their choice for ELL services. The student will be placed on a waiting list for their preferred choice of ELL service. Once there are 20 students on the list in the same grade, a class will be opened for that service. If the

parent chooses to remain at UHHS and receive ESL services, they must indicate, in writing, that they prefer for their child to remain at UHHS and will agree to ESL services.

The waiting list will be retained by Francine Cruz, indicating the date the parent selected the program (parent orientation). Once the waiting list reaches 20 students in one grade, a class will be opened and the parent will be sent written notification that the class is now available at UHHS. In the past the trend has been for parents to select ESL as their program choice. As a result, the program available thus far is English as a second language (ESL).

ELL Programming and Scheduling

University Heights High School provides a decompartmentalized ESL instructional program model. ESL classes are offered 3 periods a day (periods 2, 7 and 8). During period 7, an additional teacher is in the room for a collaborative model and to provide additional instructional support to students.

Beginning and intermediate students are scheduled for 2 periods a day of ESL services. Advanced students are scheduled for a single period a day (period 2). ESL is taught in the content area of English. There is an additional teacher in the room during periods two and seven. This allows for differentiation and small group instruction.

Students are grouped heterogeneously and are in various grade levels. Beginning, intermediate and advanced students are all grouped in the pm session (period 7 and 8) class. Beginning students are able to engage in discussions with intermediate and advanced students. They are also given the opportunity, if needed to have native language support with students that speak the same language in their class room. Most students (23 out of 25) at UHHS speak Spanish. The teacher allows student to pair with other more proficient students for native language support. Ms Virginia, the teacher also understands and speaks Spanish. Although students are usually paired with other students to work together, she is able to translate and/or explain ensure to that students understand. She also accepts answers in Spanish. This is really only necessary for our one newcomer as most students both understand and speak English. The second teacher is available during period seven for more individualized, small group instruction.

Students are scheduled by both the school programmer, Steve Cove and the Admissions Counselor, Janitzia O'Neil. Both the ESL teacher, Virginia Campbell and the ELL Administrator, Francine Cruz assist in ensuring that students are scheduled and programmed according to their mandated required number of minutes according to their proficiency levels. After the appropriate identification, testing, and entitlement procedures, Janitzia and Steve schedule students for either one, or two periods a day (225 minutes or 450 minutes a day) of ESL services based on their proficiency levels. Beginning students are scheduled for 3 periods a day or 675 minutes a week. Intermediate students are scheduled for 2 periods a day (450 minutes a week) and advanced students are scheduled for one period a day (225 minutes a week). Content area of English is delivered within this decompartmentalized ESL program model. Two students at UHHS are identified as SIFE on the RNMR report in ATS. This is because once they are initially identified as SIFE, they continue to be identified as SIFE. However, one of these two students has already tested in the advanced proficiency level in the Listening, Speaking, Reading and Writing components of the NYSESLAT. The second student that is labeled SIFE is now performing on the intermediate level in all four areas. These students are scheduled and programmed according to their proficiency levels for ESL

instruction. Instructional focus is on improving reading and writing skills, as well as vocabulary development. As with all ELLs, students are required to present projects orally in the class. ****Project based learning****

UHHS has one newcomer (less than one year in the United States). In the past, UHHS has not had many newcomers. This student is currently being paired with another student that speaks the same native language, Spanish. Her partner (buddy) helps to explain classroom and homework assignments and translates when necessary. The beginning student is allowed to present assignments, writing activities and projects in her native language and other students will explain to non Spanish speaking students. Although most students speak Spanish as a second language, all students' native languages are valued, accepted and respected at UHHS. Some instructional strategies used with our newcomers would focus on:

- Use of visually rich material
- Use of auditory aids
- Graphic organizers
- Literacy-supported texts
- One to one instruction

Since NCLB now requires ELA testing for ELLs after one year, special attention has to be given to newcomers in order to prepare them for the English Regents in such a short period of time. Special instruction in reading and writing instruction this year will begin to prepare her for the English Regents this year. Ms. Virginia utilizes ESL methodologies in the ELA content area. With the support of the collaborating teacher, the newcomer will receive additional one on one instructional support in the classroom.

For ELL students that have received 4-6 years of service (which accounts for 3 out of 25 students), instruction is focused on their specific proficiency levels. Instruction is differentiated and requires more reading, writing and vocabulary instruction.

Other Instructional strategies used with students in the four to six years of service range would focus on:

- Visual learning
- Extensive teacher modeling
- Drafts and rewrites
- Graphic organizers
- Speaking activities
- Projects

Long term ELLs also require a strong focus in these areas in order to help them test out of the NYSESLAT. UHHS emphasizes technology use for all students. Laptops are available on carts and can be reserved by teachers for classroom use. Technology allows ELL students to utilize online resources to improve their language skills. For Long-Term ELL students, the ESL teacher will also focus on:

- Reading and responding to different genres of literature
- Writing reports
- Research projects

One important resource which is available to all students is Gale Educational Resources. This educational resource is available on the school website: universityheightshighschool.org. Gale is a reliable online resource center for students and teachers. Tools include public, academic, government and special libraries. Gale provides access to magazine, journal and research articles as well as various publications and reference works (current and past). The feature that especially useful for ELL is the ability to have the text read aloud in English and/or translated and provided in Spanish (both written and audio). The audio component helps of improve listening skills and ability to have the text translated into Spanish aids comprehension of text and improves English language ability.

Special needs that also require ESL services (2 out of 25 students) are scheduled for the seventh period of the day when the special educator, James Gordon, in scheduled to provide collaborative instruction with the ESL teacher. This gives teachers the ability to provide differentiated and small group instruction when necessary. These students are also provided their mandated testing accommodations and any modifications as per their IEP. Both teachers have the ability to plan instruction together to support both their language as well as their special needs.

ELL students are entitled to and some are scheduled to receive tutoring services. Tutoring is provided from 3:00-3:50 from Monday to Wednesday. Tutoring is available in all content areas by content area teachers and in English by the ESL teacher. The ESL teacher assists content area teachers by providing specific strategies and discussing specific targeted interventions to content area teachers. This is done through grade level meetings, curriculum meetings, and professional development sessions throughout the school year. Any student that reaches proficiency level on the NYSESLAT will continue to receive testing accommodations provided to all ELLs for two additional years. This includes extended time, separate location and use of glossary during testing. In addition, students will continue to receive native language support where appropriate and necessary. Of course, books in Spanish for Spanish speaking student will continue to be available. Gale Educational Resources is available to all students on the school website. Students are also entitled to tutoring when needed.

As previously mentioned, ELL students are afforded equal access to all school programs, enrichment activities, supports and services offered to all students in the school. Basically, any and all services provided to ELLs will continue to be available to students that test out on the NYSESLAT for two additional years.

The ESL instructional model has always been used at UHHS and will continue to be used. Although the transitional bilingual program model has not been used in the past because most parents have selected the ESL model, a waiting list is kept and any parents requesting this program model will be informed when 20 students in the same grade are on the waiting list.

Native language supports available to students include the following:

- Technology-laptop carts used in the classroom, multimedia presentations and instruction, and Gale Educational resource available on the school website.
- Glossaries, Spanish/English dictionaries, and age appropriate Spanish books (limited)

- Writing support in the native language
- Small group instruction, afterschool tutoring
- Student buddy system, partnering students of varying ability levels for additional support
- Acceptance of native language (mostly Spanish) project presentations

Students that are enrolled and or pre-registered in the school prior to the beginning of the school year and their families will have the opportunity to participate in various activities offered to all UHHS students. The school offers translation services in Spanish , French, Italian and Igbo by the parent coordinator and school staff. Any other languages and translation is available upon request and can be arranged with through the office of Translation and Interpretation Service via the Department of Education. Beginning in the fall, UHHS hosts ---- Open Houses. Some are offered right on the school campus and some at neighboring Middle Schools. This year, UHHS attended an Open House at a school upon their request. During these open house sessions, parents learn about the academic and enrichment programs offered at UHHS. Families that attend an Open House session at the school offered in the evenings and/or weekends, for parents' convenience, are given a guided tour of the school. Again, information is provided in the primary languages of English and Spanish and can be provided in other languages upon request.

During the summer prior to the academic school year, all students are invited to attend an orientation session. During the orientation session, students learn more about the school they will be attending in the fall, they learn about the academic (which includes the ELL program) and enrichment programs and get a tour of the campus.

Professional Development for Teachers

Professional Development sessions scheduled as per the schools plan for the 2010-2011 school year include EPIC Training, Differentiated Instruction, Gale Educational Resources and Portfolio Development.

Professional development on the initial identification and placement process will take place for designated staff. Janitzia O'Neil (Admission Counselor), Candida Cocco (Parent Coordinator), Lucia Vega (Pupil Accounting Secretary), and Virginia Campbell (ESL Teacher) will all be trained on the EPIC procedures to ensure proper identification and timely placement of ELL students.

Designated staff member have been scheduled to attend professional development sessions conducted by our Children First Network (CFN). Valerie, Patricia, and Alan will be attending multiple sessions of Differentiated Instruction. The series of workshops will focus on differentiating for ELL students and students with special needs. These sessions will be repeated to all staff members at the school level. Both the Principal and Assistant Principal will follow up with teachers to support them by arranging inter-visitations, collaborative planning, observations and feedback.

Teachers at University Heights HS have all received their 7.5 hours of ELL training. Only one teacher new to UHHS has not received this training. She will be attending the Q-TEL training available in the spring of 2011. In addition, our CFN ELL Specialist, Umit Serin is

available to conduct professional development on site on applying ESL strategies in the content area classroom. All staff members will be trained in both Gale Educational Resources and Portfolio Development used for all students including ELLs.

Staff is also involved in professional development to support students transitioning from middle to high school. This is provided to teacher involved in the summer bridge program which takes place for entering middle school students during the summer prior to them entering UHHS. Teachers are trained in differentiated strategies for ELL students, using technology to support language instruction in the content area, and portfolio development.

Parental Involvement

From the very beginning, when a family comes to register their child at UHHS, if the Home Language Identification Survey (HLIS) form indicates that the parent would prefer communication in their native language, they are offered this opportunity. We have many staff members that speak Spanish. Our Admission Counselor, Janitzia, and the Pupil Accounting Secretary, Lucia, both speak Spanish and are the first to receive family. We also have staff members that speak French, Italian and Igbo. If we do not have a staff member available that speaks the parent's native language, then we utilize the DOE Translation and Interpretation Unit.

Parent needs are evaluated using a parent questionnaire which is given to them from the very beginning when they register their child in the school. In this way, the parent coordinator can assess the types of workshops necessary throughout the year. Some of the workshops that conducted are ARIS training, computer workshops, and financial aid workshops. These workshops are based on parental request and need. University Heights HS also hosts various Open Houses throughout the school year. Currently, all workshops for parents are conducted by the parent coordinator and/or school staff. During Parent Teacher Conferences, Open Houses, Parent workshops and Orientation Sessions there are always more than one staff member that speak Spanish, including the Parent Coordinator who is always available to support parents in the school and during these activities and sessions. All future written communication to parents is sent in their preferred language as indicated by the HLIS form which they complete upon registration.

In our school, we ensure that parents have an opportunity to get any pertinent information about the program by:

1. working with our bilingual Parent Coordinator
2. working with our bilingual Director of Guidance
3. attending Parent Meetings dedicated to this topic
4. meeting with our bilingual ESL teacher
5. offering workshops of interest to parents of our ELL students

Parents are informed of ELL-related issues by phone calls made by the staff listed above. In addition, our automated phone system allows us to send messages in both English and Spanish. Our Parent Coordinator is a certified translator and therefore all written

documents are handled by her. In these ways, parents are made aware of all plans and timelines. Our parents want their children to succeed in their classes and to pass the required exams and assessments (exhibitions). Our curriculum is aligned to support our ELL students in these efforts.

Analysis of Data

Analysis of ELL assessment data reveals that students are consistently advancing in their skill and proficiency levels. Data reveals that our current ELL population most of the ELL students are performing in the intermediate and advanced ranges. Seven out eight students that have taken the English Regents have passed with a 65 or above. The pattern across the proficiency levels based on the NYSESLAT reveals that students require additional support and instruction in reading and writing. Preparation for PBAT (Performance Based Assessment Tasks) is scaffolded throughout the year. This provides support in these modalities. Students are expected to research, support and/or defend their position, provide evidence, prepare and present to a panel of teachers and sometimes other students. If necessary, students are permitted to permit in their native language. The patterns across the NYSESLAT will continue to affect instructional decisions and collaboration among teachers to ensure ELL student success. Content area teachers collaborate with the ESL teacher to assist ELL in modifying lessons and assessments in order to support all modalities.

Currently UHHS is not using the ELL Periodic Assessments. Our focus has been and will continue to be on assessing students' progress through portfolio development and project based learning activities. Differentiated instructional techniques will continue to be implemented in all four modalities. Teachers also design interim assessments in content areas specific to addressing the skills needed for completing their PBATs.

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

Professional Development sessions scheduled as per the schools plan for the 2010-2011 school year include EPIC Training, Differentiated Instruction, Gale Educational Resources and Portfolio Development. Professional development on the initial identification and placement process will take place for designated staff. Janitzia O'Neil (Admission Counselor), Candida Cocco (Parent Coordinator), Lucia Vega (Pupil Accounting Secretary), and Virginia Campbell (ESL Teacher) will all be trained on the EPIC procedures to ensure proper identification and timely placement of ELL students.

Designated staff member have been scheduled to attend professional development sessions conducted by our Children First Network (CFN). Valerie, Patricia, and Alan will be attending multiple sessions of Differentiated Instruction. The series of workshops will focus on differentiating for ELL students and students with special needs. These sessions will be repeated to all staff members at the school level. Both the Principal and Assistant Principal will follow up with teachers to support them by arranging inter-visitations, collaborative planning, observations and feedback.

Teachers at University Heights HS have all received their 7.5 hours of ELL training. Only one teacher new to UHHS has not received this training. She will be attending the Q-TEL training available in the spring of 2011. In addition, our CFN ELL Specialist, Umit Serin is available to conduct professional development on site on applying ESL strategies in the content area classroom. All staff members will be trained in both Gale Educational Resources and Portfolio Development used for all students including ELLs.

Staff is also involved in professional development to support students transitioning from middle to high school. This is provided to teacher involved in the summer bridge program which takes place for entering middle school students during the summer prior to them entering UHHS. Teachers are trained in differentiated strategies for ELL students, using technology to support language instruction in the content area, and portfolio development.

Section III. Title III Budget

School: University Heights

BEDS Code: 321000011495

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

University Heights HS has a population of mostly English and Spanish speaking parents. Based on the Home Language Survey completed by parents, we have identified that two other languages other than Spanish and English are the home language of our ELLs. This information is also available in ATS. All communication with parents is done in both Spanish and English at parent workshops and meetings. Translators are available during Parent Teacher Conferences also. All printed material is sent home in Spanish and English. For parents requiring translation in another language, the DOE translation and interpretation unit will be used. Also, whenever necessary, if a parents requires a translator, the DOE translation unit can provide translator and over the phone translations.

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 schools major finding are that translation are generally required in only English and Spanish. Although two parents have indicated that their home language is other than Spanish, these parents also speak English and have thus far not requested interpretation in any other language. These services are available if necessary. Our findings are generally reported to the community during parent meetings and workshops. Letters of invitation and flyers are sent to parents and they are asked to inform us if any other languages are requested.

Part B: Strategies and Activities

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

All centrally produced critical communication is available and or sent to parents in both Spanish and English, our primary languages. This includes school letters, newsletters, workshop flyers, calendars, permission slips, consent forms, etc. Any written communication that is not already available on the DOE site in one of the 13 languages can be translated in house by our Parent Coordinator.

Oral interpretation is provided in house as the need is usually only for Spanish. Other staff members at UHHS also speak French, Portuguese and Italian if necessary. If another language is required for oral interpretation, upon parental request, we will make arrangements to use the DOE translation and interpretation unit.

2. 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>.

Information as to the parents preferred language is obtained upon registration and also is available in ATS. Parent will be sent a letter at the beginning of the year advising them of their right to receive all communication in their preferred language. Currently, all written communication is sent in Spanish and English. Many of our staff members speak both Spanish and English. This includes office staff, school administrators, teachers and social workers. Whenever necessary, written translation can be done in a timely manner and oral interpreters are available at a moments notice. Also, pre-recorded on the schools automated voice message system are in both Spanish and English. In addition, all relevant information regarding registration information, student conduct and discipline, Respect for All, Special Education services is posted in both Spanish and English in front of the main office visible for parents to see.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$460,428	\$137,961	\$598,389
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,604	\$1,380	\$5,984
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,021	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$46,043	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School-wide 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.

2. School wide 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP)

Explanation/Background:

Title I School-wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

Consolidating Federal funds in a School-wide Program has the following additional advantages:

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

Most, if not all, School-wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School-wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School-wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that,

except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a School-wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School-wide Program, the amount each program contributes to the consolidated School-wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the School-wide Program (✓)			Amount Contributed to School-wide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 386,760	✓	Pages # 14, 16,18,19
Title I, Part A (ARRA)	Federal	✓			\$ 136,581	✓	Page # 19
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal			✓	N/A	N/A	N/A
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 65,363	✓	Page # 14,18
Tax Levy	Local	✓			\$ 2,032,558	✓	Page # 14,16,18,19,

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a School-wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds. Most School-wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School-wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
University Heights High School currently has 9 students in temporary housing. This number is consistent with the number reported in the DOE ATS system.
2. Please describe the services you are planning to provide to the STH population.
Students in temporary housing (STHs) receive the following services:
 - The school will provide students in temporary housing basic emergency supplies such as the required school uniform. This includes black pants, white or purple shirt and other required apparel (i.e. socks). Also, the school will provide coats if necessary.
 - UHHS will provide students in temporary housing with required school supplies (such as notebooks and writing supplies), books and even glasses if necessary to participate fully on a daily basis and to ensure academic success.
 - The school will provide students in temporary housing with full fare Metrocards when necessary.
 - Extended Library hours if necessary
 - STHs will receive support services from school support staff
 - Academic intervention services, counseling services and tutorial service
 - Mandated instruction and related services
 - UHHS will make sure that all STHs access to participate in all field trips, afterschool activities, and school functions.
 - Research based programs that benefit highly mobile students
 - data collection to assess the needs and progress of these students

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	University Heights Secondary School						
District:	7	DBN:	07X495	School		320700011495	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7			0				93.8
Grade 8			0				
Grade 9			107				
Grade 10			135	(As of June 30)	2007-08	2008-09	2009-10
Grade 11			104				
Grade 12			94				
Ungraded			0				
Total			440	Recent Immigrants - Total Number:	2007-08	2008-09	2009-10
				(As of October 31)			

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			19	Superintendent Suspensions			
Number all others			7				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes			TBD	CTE Program Participants			
# in Dual Lang. Programs			TBD	Early College HS Program Participants			
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD	Number of Staff - Includes all full-time staff:			
				(As of October 31)	2007-08	2008-09	2009-10
				Number of Teachers			
				Number of Administrators and Other Professionals			
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			14.1				
Hispanic or Latino			83.2				
Asian or Native Hawaiian/Other Pacific			1.4				
White			1.1				
Male			43.0				
Female			57.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:				Overall Evaluation:			
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

UNIVERSITY HEIGHTS HIGH SCHOOL
PARENT INVOLVEMENT POLICY and SCHOOL PARENT COMPACT

Section I: Title I PARENT INVOLVEMENT POLICY

Parent involvement and increased parent participation is extremely important in all school activities and decisions. The Heights will provide additional opportunities for parents to participate in the life of the school through volunteering, sponsoring programs to benefit families and enhancing students' school experiences. **All parents are welcome and are encouraged to participate.**

The Parents' Association meets regularly with school officials to discuss current programs and future plans and to allow a forum for comments and suggestions.

The Heights Parents' Association was formed to strengthen relationships between home and school. Volunteer opportunities for parents include forming food drives, providing student incentives, chaperoning field trips, assisting in the building and providing a network of support to each other.

University Heights supports parents and families of Title I students by:

- 1) providing workshops, materials and training to help them with improve the academic achievement of their children. Several ARIS trainings have been conducted and will continue in the future. Trainings to provide academic support to parents with computer literacy and technology will also be conducted.
- 2) Information and training needed to support parents in planning and the decision making of their children. Financial aid workshops are conducted to assist parents in supporting their children in planning for college. Various college trips are planned throughout the year and parents are invited to attend with their children. Open houses and College and Career Fairs are also conducted throughout the year.
- 3) To be effectively involved, parents need structured programs that enhance their skills and beliefs in their abilities to be involved in school-related matters. Parents also need to be aware of our school's practices and policies and of our desire to see them involved in the life of the school. For this reason, all policies and procedures are either sent to parents at the beginning of the school year or upon students being registered in the school.
- 4) The school provides assistance in understanding City, State and Federal standards and assessments. This is done in various ways. Parents are sent information regarding testing at least 10 days prior to assessments. Parent Coordinator and School Administration conduct information sessions in the evening to provide

- parents with information on standards and assessment (i.e. ARIS training). We are always available to answer any question if the need arises.
- 5) In addition, the school shares information regarding school and parent related program through the school website, school mailings, at Parent Teacher Conferences and at Parent Association Meetings.
 - 6) The school provides constant and ongoing professional development on a weekly basis. Part of our professional development activities include strategies to improve parent outreach, communication skills and building strong ties with parents and other members of the community.
 - 7) Parenting skills training aims to promote supportive home environments and equip parents with the tools to manage stressful situations that might arise with their children. Such programs can facilitate their children's success in school. Parenting skills programs typically target parents of students who are at risk of experiencing academic, emotional or social difficulties.

Our parents participate with our School Leadership Team. They have been charged with the responsibility of participating in collaborative decision-making to assist our community in establishing and realizing them. In order for parents to be equal partners in this effort, professional development is needed to introduce parents to this philosophy. Additionally, knowledge of terminology and CEP content is necessary for parents to possess the confidence and skills to be effective team members.

We have realized that the challenge to increase parent involvement is great. Many of our parents are working parents. Some parents are also involved in obtaining their educations as well. For some parents, language presents an issue. We acknowledge that resources need to be provided in these areas to address these needs. Most of the UHHS students' parents speak Spanish. UHHS has many staff members that are able to translate and the parent coordinator speaks Spanish also. Therefore we always have Spanish translations, written and oral, available for parents. Written translations in any of the 13 Department of Education languages are made available to parents upon request. Also, the DOE translation and Interpretation unit is available for over the phone translations when necessary.

Parent Coordinators are responsible for encouraging and promoting active involvement by parents in their children's education. They will also work to make our school more accessible and welcoming to our parents. In addition to the principal, assistant principal and the rest of the staff, the Parent Coordinator is an important point of contact for parents and the school. Parent Coordinators are trained to help parents find answers to their questions and concerns. In developing the Parent Involvement Policy, parents of participating students, parent members of the Parent Association as well as parent members of the School Leadership Team are asked to survey their members for input in order to assess the needs of the school community.

To increase parent involvement and school quality, UHHS will:

- Actively involve parents in the planning, review and evaluation of effectiveness of the school's Title I program as outlined by the CEP.
- Engage parents in the discussions and decisions regarding Title I set aside funds, which are allocated to the school to promote parent involvement.
- Ensure that the Title I allocated funds are utilized to implement activities and strategies as described in Parent Involvement Policy and Parent Compact.
- Support school level committees that include parent members including providing technical assistance and ongoing professional development, especially in developing leadership skills, to parents
- The school will maintain a parent coordinator as a liaison between school and families. The parent coordinator will provide parent workshops based on the assessed needs of the school and will ensure that the environment is welcoming and inviting to all parents. The parent coordinator will also maintain a log of events and activities and file with the Central Office for Family Engagement and Advocacy (OFEA).
- Provide opportunities for parents to understand the accountability systems.
- Translate all critical documents and provide interpretation during meetings and events as needed.

Section II: School-Parent Compact

University Heights is implementing a School Parent Compact to strengthen the connection and support of student achievement between school and families. The staff and parents of students agree that this compact outlines how parents, the entire staff and students will share responsibility for improved academic achievement and the means by which a partnership will be developed to insure that student achieve the state standards and assessments.

Schools Responsibilities:

To provide a high quality curriculum and instruction consistent with the State Standards to enable participating children to meet the standards and assessments by:

- Using our academic learning time efficiently
- Respecting cultural, racial and ethnic differences
- Implementing a curriculum that aligns to state standards
- Offering high quality instruction in the content areas and
- Providing highly qualified teachers and when this does not occur, notify parents as required by the No Child Left Behind (NCLB) Act.

Support Home school relationships and improve communication by:

- Conducting Parent Teacher Conferences each semester during which individual achievement will be discussed.
- Convening an annual Parent Meeting for parents of students participating in Title I program to inform them of the school's Title I status and funded programs and their right to be involved

- Arranging additional meetings at flexible times and providing (if necessary and funds are available) transportation, child care and home visits for parents that can't attend.
- Respecting the limits of Limited English proficient families to receive translated documents and interpretation services in order for parent's to participate fully in their child's education
- Providing information related to school and parent programs, meetings, and other activities in a format and language that is preferred language of the parent
- Involving parents in the planning process to review, evaluate and improve the existing Title I program, Parent involvement Policy and this Compact.
- Providing parents with timely information
- Ensuring that the Parent Involvement Policy and Parent Compact are distributed and discussed with parents each year.

Provide parents with reasonable access to staff by:

- Ensuring that staff will have access to translation and interpretation service when necessary
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other staff member.
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class and observe classroom activities
- Planning activities for parents during the school year.

Provide general support to parents by:

- Creating a safe, supportive and effective learning community and a welcoming and respectful environment for parents and guardians
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress
- Sharing and communicating best practices for effective communication, collaboration, and partnering with all members of the school community.
- Advising parents of their right to file a complaint under the Department's General Complaint Procedure and consistent with the No Child Left Behind Title I requirements for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follows the appropriate procedures to inform the school when he/she is absent
- Encourage my child follow the school rules and regulations and discuss this with my child
- Promote positive use of extracurricular time such as extended learning opportunities, clubs, team sports, after school activities and quality family time.
- Participate, as appropriate, in decisions relating to my child's education.
Including:

1. Communicating with my child's teacher about educational needs
2. Responding to surveys, feedback forms and notices when requested
3. Becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact.
4. Participating in trainings offered by the school, central and the State Education Department in order to learn more about teaching and learning strategies whenever possible
5. Take part in Parent Association or serve to the extent possible on advisory groups.
6. Share responsibility for the improved academic achievement of my child

Student Responsibilities:

- Attend school regularly and arrive on time
- Complete my homework assignments and submit on time
- Follow the school rules and be responsible for my actions
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully and
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

The final version of this document will be distributed to the school community on _____ and will be available on the file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Anthony Canelli	District 07	School Number 495	School Name University Heights
Principal Hazel Joseph Roseboro		Assistant Principal Francine Cruz	
Coach		Coach	
Teacher/Subject Area Virginia Campbell		Guidance Counselor Janitzia O'Neil	
Teacher/Subject Area Alan Hilliard		Parent Nona Samuels	
Teacher/Subject Area Ruth Smith		Parent Coordinator Candida Cocco	
Related Service Provider Eleanor Collier Jones		Other James Gordon	
Network Leader Emily Sharrock		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	453	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	5.52%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Part II: ELL Identification Process

When a student is first enrolled at University Heights High School, Ms. Janitzia O'Neil begins the registration process. Once it has been determined, through the initial screening, that the student is a candidate for UHHS, parents complete various forms. Among the registration forms is the Home Language Identification Survey (HLIS). This form is used to determine if the student speaks a language other than English. The form consists of two parts. Part one has four questions and part two has four questions. If the parent answers "other than English" to one of the first four questions and "other than English" on two of the second four questions, then an oral interview will be conducted. Ms Francine Cruz, a licensed teacher and school administrator, or another design EPIC trained pedagogue, will conduct the oral interview of both the parent and the student. Both the responses on the HLIS survey and the oral interview of the family will be used to determine if the student should be administered the LAB-R Exam (Language Assessment Battery). The interview must be conducted in the preferred language of the parent as indicated on the HLIS form and also in English. Therefore, if the parent indicates that they prefer communication in Spanish, then the interview will be conducted in Spanish and English. If there is not a pedagogue available that speaks the language requested by the parent, then the DOE translation services will be utilized.

Francine Cruz will administer the HLIS and conduct the oral interview. If it is determined by the HLIS form in conjunction with the oral interview that the student speaks another language other than English, then the LAB-R will be administered by the ESL Teacher, Ms. Virginia Campbell. The LAB-R is the initial assessment used to determine entitlement to ELL services. Ms. Virginia Campbell hand scores the LAB-R. The exams are then sent to the Assessment Office at the Integrated Service Center at 1 Fordham Plaza. The reason for hand scoring is to ensure that the entire process is completed in a timely manner. Scoring at the scan center can take up to 30 days. The entire process from identification to placement in the appropriate services must be completed within 10 days. If the student's home language is Spanish, then the Spanish LAB-R is also administered by Francine Cruz.

Once the LAB R is administered, the result of the Listening, Reading and Writing components of the exam are totaled. If the total score is 52 or above, then the student is not entitled to ELL services. A Non Entitlement letter is sent to the parent. If the student scores 51 or below, then they are entitled to ELL services and an entitlement letter is sent to the parent. The entitlement letter includes an invitation to a parent orientation. The purpose of the parent orientation is to inform the parent/guardian of the various ELL programs available in the DOE. This communication to parents is sent in the preferred language as indicated by their response on the HLIS. The letter is available on the DOE site in 13 languages. If the parent's preferred language is not on the site, then UHHS will make arrangements to have the letter translated in the parent's preferred language.

Students that have been identified will have to take the NYSESLAT test every spring. This student list will be generated every spring via the RLER report on ATS. Until the student tests out of the NYSESLAT exam, he/she will be entitled to ELL services and parent will receive a continued entitlement letter.

During the parent orientation, the DOE EPIC video will be shown to parents. This video outlines the three different options available for in the DOE: Transitional Bilingual, Dual Language and Freestanding ESL. Information in the native language (translation) will be available upon parental request. Pedagogues in the school building speak the following languages and are available to answer questions: Spanish, French, Italian and Igbo. The DOE EPIC video is available in thirteen languages. The parent coordinator will also be available at the parent orientation meeting for parental support and questions and translation (if necessary). After viewing the video, parent will be given the parent survey. The parent will then select which of the three programs offered by the DOE they would like for their child to attend. The pedagogue presenting video will review the benefits of each program and discuss what the research shows to be the best program for ELLs.

The school will ensure that that entitlement letters are distributed and Parent Survey and Program Selection forms are distributed and returned by having parents complete at the school immediately when they come for the parent orientation. If after a letter is sent to a parent, they do not attend the parent orientation meeting, then a second letter will be sent. A copy of that letter will also be given to the student to hand deliver to parent. A follow up phone call will be made to ensure that parent has received the second letter. If after the third attempt, parent can not attend, then a phone conference will be held. Since the ELL Program video is now available for parents to view on the DOE site, parent can view the video in their preferred language, and then make their selection. All attempts will be documented by noting the date letters were sent and phone calls will be logged. Another pedagogue will be present if a phone conference discussing the program options is conducted.

Currently, University Heights High School offers Freestanding ESL services. If the parent selects another program other than ESL, then they will be given the information of other schools in the community that offer their choice. Arrangements will be made for the family to return to the Office of Enrollment with their choice for ELL services. The student will be placed on a waiting list for their preferred choice of ELL service. Once there are 20 students on the list in the same grade, a class will be opened for that service. If the parent chooses to

remain at UHHS and receive ESL services, they must indicate, in writing, that they prefer for their child to remain at UHHS and will agree to ESL services.

The waiting list will be retained by Francine Cruz, indicating the date the parent selected the program (parent orientation). Once the waiting list reaches 20 students in one grade, a class will be opened and the parent will be sent written notification that the class is now available at UHHS. In the past the trend has been for parents to selected ESL as their program choice. As a result, the program available thus far is English as a second language (ESL).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	1	Special Education	2
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	19

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

TBE																					0	
Dual Language																						0
ESL	1					5	1				19	1			2							25
Total	1	0	0			5	1	0			19	1			2							25

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>MK</u>														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	10	2	5	23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	7	10	2	6	25

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

ELL Programming and Scheduling

University Heights High School provides a decompartmentalized ESL instructional program model. ESL classes are offered 3 periods a day (periods 2, 7 and 8). During period 7, an additional teacher is in the room for a collaborative model and to provide additional instructional support to students.

Beginning and intermediate students are scheduled for 2 periods a day of ESL services. Advanced students are scheduled for a single period a day (period 2). ESL is taught in the content area of English. There is an additional teacher in the room during periods two and seven. This allows for differentiation and small group instruction.

Students are grouped heterogeneously and are in various grade levels. Beginning, intermediate and advanced students are all grouped in the pm session (period 7 and 8) class. Beginning students are able to engage in discussions with intermediate and advanced students. They are also given the opportunity, if needed to have native language support with students that speak the same language in their class room. Most students (23 out of 25) at UHHS speak Spanish. The teacher allows student to pair with other more proficient students for native language support. Ms Virginia, the teacher also understands and speaks Spanish. Although students are usually paired with other students to work together, she is able to translate and/or explain ensure to that students understand. She also accepts answers in Spanish. This is really only necessary for our one newcomer as most students both understand and speak English. The second teacher is available during period seven for more individualized, small group instruction.

Students are scheduled by both the school programmer, Steve Cove and the Admissions Counselor, Janitzia O'Neil. Both the ESL teacher, Virginia Campbell and the ELL Administrator, Francine Cruz assist in ensuring that students are scheduled and programmed according to their mandated required number of minutes according to their proficiency levels. After the appropriate identification, testing, and entitlement procedures, Janitzia and Steve schedule students for either one, or two periods a day (225 minutes or 450 minutes a day) of ESL services based on their proficiency levels. Beginning students are scheduled for 3 periods a day or 675 minutes a week. Intermediate students are scheduled for 2 periods a day (450 minutes a week) and advanced students are scheduled for one period a day (225 minutes a week). Content area of English is delivered within this decompartmentalized ESL program model.

Two students at UHHS are identified as SIFE on the RNMR report in ATS. This is because once they are initially identified as SIFE, they continue to be identified as SIFE. However, one of these two students has already tested in the advanced proficiency level in the Listening, Speaking, Reading and Writing components of the NYSESLAT. The second student that is labeled SIFE is now performing on the intermediate level in all four areas. These students are scheduled and programmed according to their proficiency levels for ESL instruction. Instructional focus is on improving reading and writing skills, as well as vocabulary development. As with all ELLs, students are required to present projects orally in the class. ****Project based learning****

UHHS has one newcomer (less than one year in the United States). In the past, UHHS has not had many newcomers. This student is currently being paired with another student that speaks the same native language, Spanish. Her partner (buddy) helps to explain classroom and homework assignments and translates when necessary. The beginning student is allowed to present assignments, writing activities and projects in her native language and other students will explain to non Spanish speaking students. Although most students speak Spanish as a second language, all students' native languages are valued, accepted and respected at UHHS. Some instructional strategies used with our newcomers would focus on:

- Use of visually rich material
- Use of auditory aids
- Graphic organizers
- Literacy-supported texts
- One to one instruction

Since NCLB now requires ELA testing for ELLs after one year, special attention has to be given to newcomers in order to prepare them for the English Regents in such a short period of time. Special instruction in reading and writing instruction this year will begin to prepare her

for the English Regents this year. Ms. Virginia utilizes ESL methodologies in the ELA content area. With the support of the collaborating teacher, the newcomer will receive additional one on one instructional support in the classroom. For ELL students that have received 4-6 years of service (which accounts for 3 out of 25 students), instruction is focused on their specific proficiency levels. Instruction is differentiated and requires more reading, writing and vocabulary instruction.

Other Instructional strategies used with students in the four to six years of service range would focus on:

- Visual learning
- Extensive teacher modeling
- Drafts and rewrites
- Graphic organizers
- Speaking activities
- Projects

Long term ELLs also require a strong focus in these areas in order to help them test out of the NYSESLAT. UHHS emphasizes technology use for all students. Laptops are available on carts and can be reserved by teachers for classroom use. Technology allows ELL students to utilize online resources to improve their language skills. For Long-Term ELL students, the ESL teacher will also focus on:

- Reading and responding to different genres of literature
- Writing reports
- Research projects

One important resource which is available to all students is Gale Educational Resources. This educational resource is available on the school website: universityheightshighschool.org. Gale is a reliable online resource center for students and teachers. Tools include public, academic, government and special libraries. Gale provides access to magazine, journal and research articles as well as various publications and reference works (current and past). The feature that especially useful for ELL is the ability to have the text read aloud in English and/or translated and provided in Spanish (both written and audio). The audio component helps of improve listening skills and ability to have the text translated into Spanish aids comprehension of text and improves English language ability.

Special needs that also require ESL services (2 out of 25 students) are scheduled for the seventh period of the day when the special educator, James Gordon, in scheduled to provide collaborative instruction with the ESL teacher. This gives teachers the ability to provide differentiated and small group instruction when necessary. These students are also provided their mandated testing accommodations and any modifications as per their IEP. Both teachers have the ability to plan instruction together to support both their language as well as their special needs.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
-------------------	-----

100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELL students are entitled to and some are scheduled to receive tutoring services. Tutoring is provided from 3:00-3:50 from Monday to Wednesday. Tutoring is available in all content areas by content area teachers and in English (Math???) by the ESL teacher. The ESL teacher assists content area teachers by providing specific strategies and discussing specific targeted interventions to content area teachers. This is done through grade level meetings, curriculum meetings, and professional development sessions throughout the school year. Any student that reaches proficiency level on the NYSESLAT will continue to receive testing accommodations provided to all ELLs for two

additional years. This includes extended time, separate location and use of glossary during testing. In addition, students will continue to receive native language support where appropriate and necessary. Of course, books in Spanish for Spanish speaking student will continue to be available. Gale Educational Resources is available to all students on the school website. Students are also entitled to tutoring when needed. As previously mentioned, ELL students are afforded equal access to all school programs, enrichment activities, supports and services offered to all students in the school. Basically, any and all services provided to ELLs will continue to be available to students that test out on the NYSESLAT for two additional years.

The ESL instructional model has always been used at UHHS and will continue to be used. Although the transitional bilingual program model has not been used in the past because most parents have selected the ESL model, a waiting list is kept and any parents requesting this program model will be informed when 20 students in the same grade are on the waiting list.

Native language supports available to students include the following:

- Technology-laptop carts used in the classroom, multimedia presentations and instruction, and Gale Educational resource available on the school website.
- Glossaries, Spanish/English dictionaries, and age appropriate Spanish books (limited)
- Writing support in the native language
- Small group instruction, afterschool tutoring
- Student buddy system, partnering students of varying ability levels for additional support
- Acceptance of native language (mostly Spanish) project presentations

Students that are enrolled and or pre-registered in the school prior to the beginning of the school year and their families will have the opportunity to participate in various activities offered to all UHHS students. The school offers translation services in Spanish , French, Italian and Igbo by the parent coordinator and school staff. Any other languages and translation is available upon request and can be arranged with through the office of Translation and Interpretation Service via the Department of Education. Beginning in the fall, UHHS hosts ---- Open Houses. Some are offered right on the school campus and some at neighboring Middle Schools. This year, UHHS attended an Open House at a school upon their request. During these open house sessions, parents learn about the academic and enrichment programs offered at UHHS. Families that attend an Open House session at the school offered in the evenings and/or weekends, for parents' convenience, are given a guided tour of the school. Again, information is provided in the primary languages of English and Spanish and can be provided in other languages upon request. During the summer prior to the academic school year, all students are invited to attend an orientation session. During the orientation session, students learn more about the school they will be attending in the fall, they learn about the academic (which includes the ELL program) and enrichment programs and get a tour of the campus.

C. Schools with Dual Language Programs

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

University Heights High School does not have a dual language program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development for Teachers

Professional Development sessions scheduled as per the schools plan for the 2010-2011 school year include EPIC Training, Differentiated Instruction, Gale Educational Resources and Portfolio Development.

Professional development on the initial identification and placement process will take place for designated staff. Janitzia O'Neil (Admission Counselor), Candida Cocco (Parent Coordinator), Lucia Vega (Pupil Accounting Secretary), and Virginia Campbell (ESL Teacher) will all be trained on the EPIC procedures to ensure proper identification and timely placement of ELL students.

Designated staff member have been scheduled to attend professional development sessions conducted by our Children First Network (CFN). Valerie, Patricia, and Alan will be attending multiple sessions of Differentiated Instruction. The series of workshops will focus on

differentiating for ELL students and students with special needs. These sessions will be repeated to all staff members at the school level. Both the Principal and Assistant Principal will follow up with teachers to support them by arranging inter-visitations, collaborative planning, observations and feedback.

Teachers at University Heights HS have all received their 7.5 hours of ELL training. Only one teacher new to UHHS has not received this training. She will be attending the Q-TEL training available in the spring Of 2011. In addition, our CFN ELL Specialist, Umit Serin is available to conduct professional development on site on applying ESL strategies in the content area classroom. All staff members will be trained in both Gale Educational Resources and Portfolio Development used for all students including ELLs.

Staff is also involved in professional development to support students transitioning from middle to high school. This is provided to teacher involved in the summer bridge program which takes place for entering middle school students during the summer prior to them entering UHHS. Teachers are trained in differentiated strategies for ELL students, using technology to support language instruction in the content area, and portfolio development.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental Involvement

From the very beginning, when a family comes to register their child at UHHS, if the Home Language Identification Survey (HLIS) form indicates that the parent would prefer communication in their native language, they are offered this opportunity. We have many staff members that speak Spanish. Our Admission Counselor, Janitzia, and the Pupil Accounting Secretary, Lucia, both speak Spanish and are the first to receive family. We also have staff members that speak French, Italian and Igbo. If we do not have a staff member available that speaks the parent's native language, then we utilize the DOE Translation and Interpretation Unit.

Parent needs are evaluated using a parent questionnaire which is given to them from the very beginning when they register their child in the school. In this way, the parent coordinator can assess the types of workshops necessary throughout the year. Some of the workshops that conducted are ARIS training, computer workshops, and financial aid workshops. These workshops are based on parental request and need. University Heights HS also hosts various Open Houses throughout the school year. Currently, all workshops for parents are conducted by the parent coordinator and/or school staff. During Parent Teacher Conferences, Open Houses, Parent workshops and Orientation Sessions there are always more than one staff member that speak Spanish, including the Parent Coordinator who is always available to support parents in the school and during these activities and sessions. All future written communication to parents is sent in their preferred language as indicated by the HLIS form which they complete upon registration.

In our school, we ensure that parents have an opportunity to get any pertinent information about the program by:

1. working with our bilingual Parent Coordinator
2. working with our bilingual Director of Guidance
3. attending Parent Meetings dedicated to this topic
4. meeting with our bilingual ESL teacher
5. offering workshops of interest to parents of our ELL students

Parents are informed of ELL-related issues by phone calls made by the staff listed above. In addition, our automated phone system allows us to send messages in both English and Spanish. Our Parent Coordinator is a certified translator and therefore all written documents are handled by her. In these ways, parents are made aware of all plans and timelines. Our parents want their children to succeed in their classes and to pass the required exams and assessments (exhibitions). Our curriculum is aligned to support our ELL students in these efforts.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	2	0	0	3
Intermediate(I)										2	3	1	3	9
Advanced (A)										4	5	1	3	13
Total	0	0	0	0	0	0	0	0	0	7	10	2	6	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	2	0	0
	I										0	0	0	1
	A										2	1	0	1
	P										2	7	2	3
READING/ WRITING	B										1	2	0	0
	I										1	3	1	3
	A										2	5	1	3
	P										1	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		7	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Additional Information

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

Analysis of Data

Analysis of ELL assessment data reveals that students are consistently advancing in their skill and proficiency levels. Data reveals that our current ELL population most of the ELL students are performing in the intermediate and advanced ranges. Seven out eight students that have taken the English Regents have passed with a 65 or above. The pattern across the proficiency levels based on the NYSESLAT reveals that students require additional support and instruction in reading and writing. Preparation for PBAT (Performance Based Assessment Tasks) is scaffolded throughout the year. This provides support in these modalities. Students are expected to research, support and/or defend their position, provide evidence, prepare and present to a panel of teachers and sometimes other students. If necessary, students are permitted to permit in their native language. The patterns across the NYSESLAT will continue to affect instructional decisions and collaboration among teachers to ensure ELL student success. Content area teachers collaborate with the ESL teacher to assist ELL in modifying lessons and assessments in order to support all modalities.

Currently UHHS is not using the ELL Periodic Assessments. Our focus has been and will continue to be on assessing students' progress through portfolio development and project based learning activities. Differentiated instructional techniques will continue to be implemented in all four modalities. Teachers also design interim assessments in content areas specific to addressing the skills needed for completing their PBATs.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		07X495
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		