



UNIVERSITY NEIGHBORHOOD HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 01M448

ADDRESS: 200 MONROE STREET NEW YORK NY 10002

TELEPHONE: (212) 962-4341

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M448 **SCHOOL NAME:** UNIVERSITY NEIGHBORHOOD HS

SCHOOL ADDRESS: 200 MONROE STREET NEW YORK NY 10002

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

SCHOOL CONTACT PERSON: ELIZABETH COLLINS **EMAIL ADDRESS:** ECOLLIN4@SCHOOLS.
NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: FRANCINE JOSEPH

PRINCIPAL: ELIZABETH COLLINS

UFT CHAPTER LEADER: SERGEI LOPUCHIN

PARENTS' ASSOCIATION PRESIDENT: FRANCINE JOSEPH

STUDENT REPRESENTATIVE:
(Required for high schools) JASMINE ACOSTA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 308

NETWORK LEADER: KATHY PELLES

SUPERINTENDENT: ELAINE GORMAN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
ELIZABETH COLLINS	*Principal or Designee	
SERGEI LOPUCHIN	*UFT Chapter Chairperson or Designee	
FRANCINE JOSEPH	*PA/PTA President or Designated Co-President	
LINDA CHAN	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
SHELLY MALDONADO	DC 37 Representative, if applicable	
JASMINE ACOSTA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
JASON DEMARCHI	CBO Representative, if applicable	
CHRISTOPHER BARLEY	Member/Teacher	
PATRICIA CATANIA	Member/Assistant Principal	
RASHEED BOOTH	Member/Parent	
LUANA GREEN	Member/Parent	
JOSEPH MCDONALD	Member/NYU	
	Member/	
	Member/	

(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.

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

The educational philosophy of UNHS is centered on crafting a community that fosters the development of the academic and social/emotional needs of our students. By creating a nurturing climate that promotes high academic expectations, students are empowered to take responsibility for their learning.

UNHS opened in 1999 as collaboration between New York University's Steinhardt School of Education and the Manhattan High Schools Superintendency. NYU supports UNHS as a part of our School Leadership Team, through professional development, courses, and placement of student-teachers.

The academic program for ninth graders at UNHS is designed to incorporate students' varied learning styles while supporting their mastery of national academic standards. Whether a child struggles or excels in an academic environment, is an English Language Learner, or has special learning needs, we are committed to working with them individually to inspire success and progress towards academic excellence. Accordingly, the Freshmen Academy is comprised of:

- 5 periods weekly of English/Literature
- 10 periods weekly of Math/Algebra
- 5 periods weekly of History/Geography
- 5 periods weekly of Living Environment
- 4 periods weekly of Academic Homework Help (AIS)
- 5 periods weekly of Health/Physical Education
- Inclusive Special Education Classes for identified students
- Honors classes for eligible students

At UNHS, we believe that it is never too early to start planning for college. In the 9th and 10th grades, students work with College Counselors semimonthly to begin the process of deciding their future academic plans. In 11th and 12th grade, students participate in semester-long weekly workshops; 11th grade students expand their awareness while 12th grade students complete their college applications.

UNHS has built strong partnerships with noteworthy organizations that provide our students and staff with external support. These organizations include:

- **Grand Street Settlement** – provides college counseling, Attendance Improvement Drop-Out Prevention, after-school programs including peer-tutoring, audio club, and others.
- **Henry Street Settlement** – provides community support and outreach.
- **Council for Unity** – supports community service initiatives and community development.
- **Lower Manhattan Development Corporation** – provides grant funding and community support.
- **Big Brother/Big Sister** – Through New York City corporations, students are paired with mentors.
- **Movement Research/Dance Makers** – supports dance instruction and performance.
- **Think College Now & College Now at Baruch College** - 9th grade students learn about college in the Think College Now program; approximately thirty 9th grade students take college-credit classes through the College Now program in the fall semester of 2010.
- **Peer Health Exchange at NYU** – NYU students visit Health Classes to provide peer instruction on teen-centered health issues.
- **VESID** - The school's transition team actively works with VESID to promote awareness of VESID services.

Our students have recently traveled to Philadelphia, Washington, D.C., Boston, Copenhagen, Paris, London, Japan, and Costa Rica.

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 NEIGHBORHOOD HS				
District:	01	DBN #:	01M448	School BEDS Code:	310100011448

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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 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	0	0	0		84.8	84.9	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		96.5	97.1	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		71.5	60.9	73.4		
Grade 8	0	0	0						
Grade 9	244	209	177	Students in Temporary Housing: Total Number					
Grade 10	178	196	158	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	91	99	129		8	38	TBD		
Grade 12	75	82	68						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	588	586	532		11	14	13		
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	10	1	0	Principal Suspensions	161	207	TBD		
No. in Collaborative Team Teaching (CTT) Classes	40	62	71	Superintendent Suspensions	52	29	TBD		
Number all others	42	64	61						
<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	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	42	41	34	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	7	(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	39	42	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	14	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	TBD
	12	15	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	TBD
American Indian or Alaska Native	0.3	0.5	0.4	Percent more than two years teaching in this school	47.5	51.2	TBD
Black or African American	19.6	23.5	27.1	Percent more than five years teaching anywhere	32.5	32.6	TBD
Hispanic or Latino	53.2	47.8	46.4				
Asian or Native Hawaiian/Other Pacific Isl.	22.4	19.3	18.0	Percent Masters Degree or higher	65.0	74.0	TBD
White	4.4	4.3	4.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.5	93.4	TBD
Multi-racial							
Male	51.0	52.4	53.8				
Female	49.0	47.6	46.2				

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 type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input 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:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	✓

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	X	✓	70
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				-	-	-	
Hispanic or Latino				x	✓sh		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-	-	
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	✓		
Student groups making AYP in each subject				0	2	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	D	Overall Evaluation:	NR
Overall Score	41.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	18.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2	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?
-

ENGLISH LANGUAGE ARTS

Courses and prerequisites:

E1H & E2H- Students must have a Level 3 or 4 on the 8th grade NYS ELA Assessment.

E3H & E4H- Students must have an average of 85% or higher in E1 & E2 and a recommendation from their 9th grade ELA teacher.

E5H & E6H- Students must have passed the ELA Regents Exam with 65% or higher in 10th grade.

E7J & E8J- Students must have an average of 85% or higher in E5 & E6 and a recommendation from their 11th grade ELA teacher. They also must have passed the ELA Regents Exam with 65%

E7X & E8X- Students must have an average of 85% or higher in E5 & E6 and a recommendation from their 11th grade ELA teacher. They also must have scored well on the ELA Regents Exam.

Data Analysis/Findings:

English Regents pass rates have remained stable over the last three consecutive school years. During the 2008-2009 and 2009-2010 school years we did not make our Annual Yearly Progress benchmarks in English Language Arts as it pertains to pass rates of students on the English Regents Exam, and are now a School in Need of Improvement. Additionally there has been a decline in the number of our Special Education students that are passing the RCT in Reading, while the passing rate on the RCT Reading exam has remained stable.

Strengths/Accomplishments:

The English Department has modified the curriculum and classroom instruction to meet the needs of the students. This was accomplished by doing an item analysis of the ELA Regents and of classroom assessments, and analyzing the data from these assessments to better understand the knowledge and skills areas for which students need additional instruction. Classroom instruction is then revised to teach and reinforce the targeted skills identified through the analysis of student test data. English classes incorporate whole group instruction, small group instruction, independent reading, and computer technology to strengthen students' reading and writing skills. The English Department offers 12th grade students who failed the ELA Regents a class that is specifically designed to teach and reinforce the skills and knowledge necessary to pass the ELA Regents. The English Department

has expanded its English Honors class offerings to 9th, 10th, 11th, and 12th grade students to further challenge them and develop skills that exceed NYS Standards expectations. In addition, all 12th grade English teachers, in collaboration with the College Office, are now integrating college application and essay writing into their curriculum, to prepare all students for completing the college application process.

Weaknesses:

The English Department still needs to strengthen its ability to differentiate instruction to meet the varied academic needs of all students, including small group instruction within the setting of the larger class. The data shows that students do not perform as well on the second and fourth sections of the ELA Regents as they do on the first and third sections. Therefore, the English Department needs to incorporate more opportunities for students to read and write independently for extended periods of time. This will help develop students' skills with regards to the critical reading of literary texts and writing about literary texts as well as develop their stamina for tests that are longer than a single class period (45 minutes). This will increase the percentage of students that pass the ELA Regents with a 65 or higher the first time they take the exam. Lastly, our student outcomes on the RCT in Reading are not as high as they are on the RCT in Writing.

Implications for the Instructional Program:

The department will continue to analyze data, utilizing not only ELA Regents data and classroom assessments, but data from the Achieve3000 program and the ELA Predictive Assessments given through Acuity/CTB McGraw Hill to inform instruction of skills and knowledge. Additionally, teachers will implement independent reading and writing, as well as the practice of reading strategies, in their classes on a consistent basis as a way to develop students' skills and stamina.

Goals:

The English Department's goals are to increase the percentage of students passing the ELA Regents Exam by 10%, to increase the percentage of students passing the RCT in Reading by 10%, and to increase students' reading comprehension level by one grade level by the end of the academic year.

SOCIAL STUDIES

Courses offered:

- Global History and Geography 1 and 2 (9th grade)
- Global History and Geography 3 and 4 (10th grade)
- Global History and Geography Regents Prep (one semester)
- Global Literature (10th grade)
- U.S. History and Government (11th grade)
- U.S. History and Government Regents Prep (one semester)
- Participation in Government (12th grade, one semester)
- Economics (12th grade, one semester)
- Advanced Placement World History (Elective for 11th or 12th grade)

Data Analysis/Findings/Accomplishments:

Global History and Geography Regents Exam pass rates in June 2009 were 46.5%. In June of 2010 the pass rates were 33%.

In U.S. History and Government 81.5% of the students passed the exam in 2009.

Overall in the social studies department more students are on track for credit accumulation. The 2009-2010 data demonstrate 73.4% are on track.

The Social Studies Department continually evaluates the learning needs of the students, reflecting a school-wide culture for constant reflection on best practices. The department continues meeting

regularly to discuss best practices and peer reflection and evaluation. Grade teams and curriculum team meetings overlap to provide additional shared observations and planning.

We are implementing rigorous skills training at all grade levels. Ninth grade focus is on note-taking, following directions, finding the main idea, and study habits. More technical skills relate to multiple choice strategies, document analysis procedures, breaking down essay directions, setting up outlines, and drafting essays. In 10th grade those skills are continued with increased attention on analysis and synthesis of ideas in writing. Eleventh grade strongly strengthens student writing, while in 12th there is increased emphasis on critical thinking, taking lecture notes, and building sophisticated evidence-based arguments to prepare students for college.

To address the need to improve Regents scores, the Social Studies Department has implemented three new strategies this 2010-2011 year. The first is providing one semester Regents Prep courses in Global and U.S. History in order to allow students to stay on track with their coursework and pass the requisite Regents Exam. The second program is the development of a 10th grade Global Literature course supplementing both Global History and ELA skills. The course allows for greater exploration of topics through literature as well as extra support and practice analyzing documents and writing essays. Thirdly, the traditional Humanities course offered was separated into ELA and Social Studies courses. This is an effort to concentrate on the content and skills unique to each discipline. The program was piloted in two 10th grade Global and ELA classes (one general education and one ICT) last year for the Spring semester and both students and teachers who took part in this study expressed greater satisfaction with the division.

Additionally, our school-wide credit recovery program through independent study has been greatly expanded through standardized curricula and assessment. AIS will continue to provide more support for students in need of extra help. Finally, this year there is grade level accountability with the start of the Freshman Academy, and additional Sophomore, Junior and Senior programs.

Instructors continue to differentiate instruction, closely monitoring a wide variety of data from the class to school to city-wide. Inquiry teams by department continue to collect from and communicate back information to allow flexibility in instruction. In addition to the traditional data system of ARIS, this year all freshman teachers are required to assess students reading comprehension monthly through the Achieve 3000 program, which measures reading level and improves reading comprehension.

Barriers:

The Social Studies Department has identified the following weaknesses it will seek to improve upon in Global History and Geography:

1. Reading comprehension
2. DBQ essay writing
3. Thematic essay writing
4. Geography

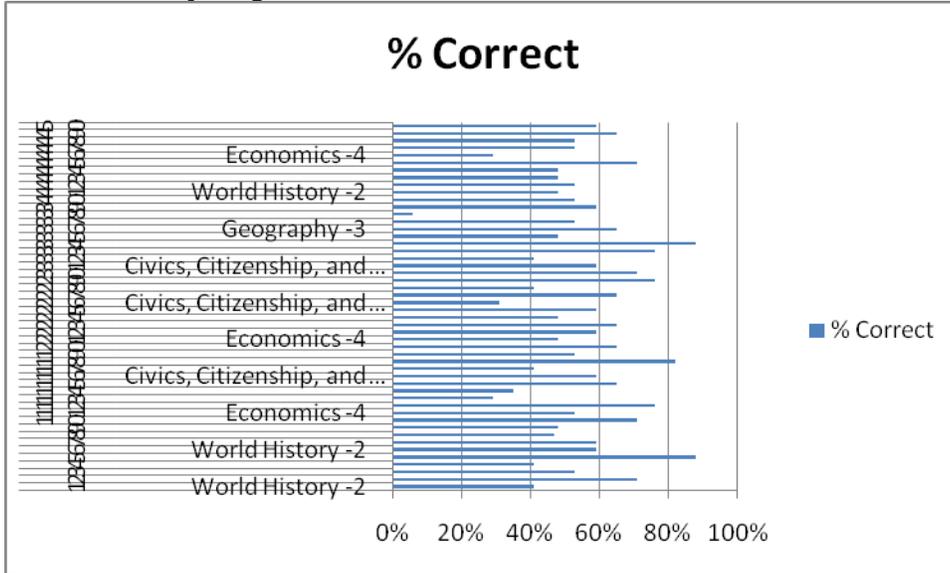
The June 2010 data show that students on the Global History and Geography Regents exam scored lower on the thematic than the DBQ essay. The department will work toward increasing scores in the following ways:

- using Achieve 3000 and differentiated reading materials to improve literacy in the ninth grade
- teaching students how to understand and break down directions to make an outline
- teaching students to make connections between the documents and their knowledge of global history topics
- teaching how to integrate documents and relevant outside information to DBQ essays

The data indicate that students are not entirely deficient in content knowledge. The accuracy for multiple choice questions was high for the Global Regents. Students had 29-88% accuracy for each question (with one outlier of 6%). Geography and Civics, Citizenship, and Government are by far the

weakest areas for students as the multiple choice (and the DBQ essay for geography) indicate. The improvement in multiple-choice accuracy may be attributable to the intense practice of multiple-choice strategies that began in this cohort's freshman year (2008-2009).

Figure 1: % of students who scored correctly for multiple choice question by NYS standard – Global History Regents June 2010

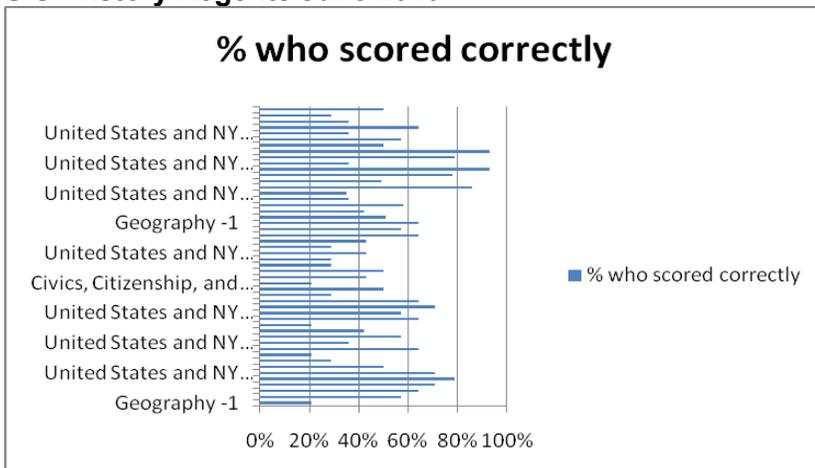


The Social Studies Department has identified the following weaknesses it will seek to improve upon in U.S. History and Geography:

1. Geography
2. Economics

The U.S. History student essays overall, have shown a marked improvement. In the multiple-choice section U.S. History students scored from 21-93% correct for each question. The weakest areas for U.S. History students were geography and economics as reflected in Figure 2.

Figure 2: % of students who scored correctly for multiple choice question by NYS standard – U.S. History Regents June 2010



As a department we have identified the weaknesses in our student body and in our departmental planning. The diversity of our students' skills requires that our instructional support for them is multi-targeted in meeting their learning needs. We have identified two areas that we will focus on: increasing credit accumulation and increasing Global History and U.S. History Exam pass rates. To do this the Social Studies Department looks to its programs to bolster student content knowledge and increase skill levels incrementally building from one year to the next. Schoolwide grade teams support this endeavor by creating a set of interdisciplinary skills for each grade, thus allowing for consistency and reinforcement of skills in all classes. A strong focus on literacy in the 9th grade has been a traditional focus in this school. Previously it has been the focus in Humanities classes. Achieve 3000 is one of the strategies in use for the 2010-2011 school year.

To further student success on Regents exams, instructors will continue to have uniform exams that are Regents-based, follow a departmental model for teaching thematic and DBQ essays, and practice essay writing regularly (at least twice per month).

Goals:

- Improve overall Global History and Geography Regents scores by 20%, from 33% to 53%
- Improve overall U.S. History Regents scores by 10%.
- Improve DBQ and thematic essay writing
- Attain a 45% passing rate for the students enrolled in Regents Prep (45% of the students that attend 75% or more of the classes)

MATHEMATICS

Courses offered:

- Integrated Algebra (ME1) for freshman
- Statistics & Probability (MS 1) for freshmen
- Integrated Algebra Regents Prep (ME15) for students who took ME1 and have not yet passed Integrated Algebra Regents
- Geometry Regents Prep (MG15) for selected students who took MG1, have not yet passed Geometry Regents and are candidates for Advance Regents Diploma.
- Algebra 2 Trigonometry Honors (MR1H) for accelerated students who passed Integrated Algebra Regents.
- Algebra 2 Trig. Regents (MR1H) for students who passed Integrated Algebra Regents.
- Algebra 2 Trig. Non Regents (MR1N) for students who passed Integrated Algebra Regents.
- Calculus (MA1) for students successfully completed 3 Regents based courses.
- Personal Finance (MM1F) for juniors and seniors who have completed at least 2 Regents – based math courses and passed Regents.
- RCT Math Prep (MM1S) for students with IEPs who have taken at least 1 Regents based Math course and have not yet passed a Regents.

Weaknesses/Barriers:

Majority of students score low on Parts II, III and IV of the Regents exams due to the word problems. We need to emphasize more heavily on understanding the word problems. Students need to develop strategies and test taking skills. They also need to build testing stamina.

Implications for the Instructional Program:

There are a myriad of options that we will utilize to increase student mastery within the Mathematics department. Firstly we have recently created the RCT and Regents Prep class to help students score

higher on the State exams. In January, we will evaluate student's results and place them in appropriate Prep courses to meet the changing needs of the students.

The Mathematics Department has many various classes to meet the needs of the students across the spectrum. 9-grade students with level 1s and 2s are offered additional math class and students with IEP's are offered math RCT prep. The classes also infuse technology in the classroom by using the smart board and TI graphing calculators. For the 9th graders we created the Intergraded Algebra and Statistics courses, which students take simultaneously. In order to help students who failed Regents previously, we offer semester long intense Regents support. Students who are exceeding State standards are offered math honor classes and Calculus. Additionally, the school is offering an elective Personal Finance course. To better understand the knowledge and skills areas for which students need differentiated instruction we are using an item analysis of multiple choices on previous years' Integrated Algebra Regents exams, Periodic Assessments and teachers' made tests. We are able to create item analyses of students' work to provide a targeted instruction and an academic intervention, including AIS Services. Classroom instruction is constantly revised to teach and reinforce the target skills identified through the analysis of student test data.

Additionally, the Mathematics department has various resources at our disposal. Firstly, we utilized mathematics consultants from CFN and CCNY to learn how to produce and analyze student's data, how to use all available resources, and how to share mathematics expertise and teaching pedagogy among all members of the math department. Secondly, we closely work with our literacy consultants from CFN and ClassLink to modify instruction for ELL students, low-literacy skilled students, and for students with inconsistent language skills. Thirdly, we utilize collaborative team teaching to provide accommodations for students with special needs as described in their IEP's. Finally, the math teachers participate in various in-house and outside professional development activities and conferences to better hone in our mathematics pedagogy.

Goals:

Achieve at least a 7% increase in the percent of students passing at least one math Regents exam by June 2011

Utilizing Periodic Assessments and Item Analysis from June 2010 to modify instruction

SCIENCE

Courses offered:

- Living Environment
- Earth Science
- Regents Chemistry
- Everyday Chemistry
- Physics
- Forensic Science

Data Analysis/Findings/Accomplishments:

Living Environment: 154 students scored a 65 or above, 43 scored between 55 and 64 and, 19 received a 54 or less.

For the Physical Setting regents 70 scored a 65 or above, 36 received between 55 and 64, and 115 received a 54 or under.

RCT: 9 passed 32 failed Science

Implications for the Instructional Program:

Of the 219 students who took the Living Environment Regents, 8.8% cannot use it for credit. The scores can still improve.

With 52% failing the Physical Setting regents, we need to reassess the curriculum map and revisit the item analysis.

Through regents exam item analysis, course curriculum map reviews, and lesson plans reviews, we hypothesized that our curriculum needs to include a larger emphasis on connecting the essential questions to the individual lesson plans. Each unit will have essential questions built into them.

All of our regents based courses will include practice regents, projects to support concept development, vocabulary support for all learners, and test sophistication.

Our Labs will develop an understanding of Big Theory Generalizations. Discussions will lead to common understandings that students will record, present and post.

Graphic organizers will be used extensively to develop a greater understanding of the big ideas in science. Graphic organizers will also be employed compare and contrast ideas (e.g. geocentric to heliocentric) and structures (plant cells and animal cells). Graphic organizers will be utilized to develop note taking skills to support quick and accurate note-taking and study guides. (two column notes, outlines)

Nonfiction reading techniques that are taught in English will be reviewed and utilized in science classes to support greater comprehension of texts. Regents questions will be dissected in small group so all students are aware of how to answer each question type.

Daily short assessments such as exit slips, homework's, student self assessments, quizzes, and teacher observations will be done to determine current levels of student understanding and support data driven instruction.

UNHS's regents prep courses will include all of the above in an accelerated format

Non-regents courses allow the students to apply the scientific method to guided projects that engage students through the use of lab experiments and multimedia presentations. These projects will allow the student to delve more deeply into content that is applicable to real life situations. The courses utilize laboratory skills, apply literacy standards, analytical skills, and draws conclusions to develop new hypothesis based on evidence gained through research, observations and analysis.

Goal:

To Improve Science Regents Passing rates by 15% in all of our regents courses, and to improve student class pass rates by 15% by the end of school year.

ARTS

Courses:

A11 & A12 – 11th grade Art

U11 & U12 – 12th grade Music

The music and art courses are designed for students to understand and appreciate the arts from the perspective of an artist, an arts critic, and an educated observer. Students' participation in art activities address the New York State Learning Standards for the Arts:

- Create and participate in the arts
- Know and use arts materials and resources
- Respond to and analyze works of art
- Understand the cultural dimensions and contribution of the arts

Data Analysis:

Passing rates for courses in the arts are highest in the school, at 87%. Attendance rates for arts classes are equally high.

Strengths:

The curricula in the music and art courses are designed to meet the needs of the diverse population of students. Classroom instruction is tailored to the ability level and strengths of individual students. Projects are modified to accommodate different learning styles of students through the use of technology, performance options, and literacy based projects. The passing rate of ELL, IEP, and average student populations is similarly high.

Weaknesses:

Approximately 13% of arts students do not pass, generally due to poor attendance and lack of participation. These students require additional attention and encouragement, which are challenged by the large population of students (all 11th and 12th graders) enrolled in Arts courses.

Implications for the Instructional Program:

A greater focus must be placed on students who are in danger of failing. Parent outreach, teacher/student conferences, and additional counseling could help improve attendance rates as well as student morale. Using a class website could assist in keeping students up to date with assignments. Additional data analysis could help identify issues with failing students.

Goals:

The goal of the Arts Department is to increase the passing rate of seniors scheduled to graduate by 10%.

GUIDANCE:

Data Analysis/Findings:

Graduation rates decreased in the 2009-2010 school year by 8 percent in comparison to the previous school year. The number of students attending college directly following high school also decreased. In 2009, 98 % of the graduating class attended college, 1 % went to VESID and 1 % entered the work force. While in 2010, 89% of the graduating class attended college, 1 % attended vocational training and 10 percent were undecided.

The number of students meeting promotion criteria and being promoted to the next grade level has increased. In comparison to the previous year there was 16% increase in credit accumulation in the 9th grade; 11% in the 10th grade; and 14% in the 11th grade. The percentage of students in the school's lower third that earned 10+ credits also increased by 16% for 9th graders, 11% for 10th graders and 27% for 11th graders. Regents' scores in ELA, Math and U.S History also improved. Improvement in Regents scores can be attributed to extra tutoring and after school Regents preparation classes.

There is a continuation in related services available to our students in individual and group counseling.

Related Service: Mandated Counseling	2009-10	2010-11
Student population	540	490
# of Students with IEP	116	111
% of students with IEP	21	22.6
# of students receiving Mandated Counseling	90	77
% of students receiving Mandated Counseling	77.6	69.4
% of the total students' population receiving Mandated Counseling	16.6	15.7

The addition of two graduate social work interns will increase the availability of services to students and parents with additional referral and collateral from community base agencies.

Strengths:

The guidance department has two counselors that are responsible for academic advising for the grade level assigned. Each counselor meets with their students to review promotion criteria, credit accumulation, transcripts, and academic issues. They set goals with their students and develop plans for success. In addition, counselors work closely with teachers to address students' needs, and to discuss at risk students. Counselors attend grade level meetings and utilize Snap grades and ARIS to address various needs of all students, particularly among at-risk students.

The 12th grade guidance counselor works with seniors to ensure that each student knows exactly which classes and Regents/RCTs they need in order to graduate in June. Each student meets with the counselor within the first marking period of each semester. The transcript is reviewed and each student signs a form stating that they understand what is required of them to meet graduation criteria. At the start of the second semester graduation contracts are reviewed with students and they must be signed by both the student and the parent and returned to the counselor. Credit recovery is given, if and when necessary, to help students graduate on time.

The guidance department has a dedicated college counselor that works closely with the 12th grade students to ensure that they have a plan for post-graduation. Seniors are enrolled in the College Readiness Program. On a weekly basis the College Advisors review with the seniors: college choices, applications, SAT/ACT registration, scholarship availability and financial aid. Students also receive information about colleges through scheduled college trips. An annual college and career fair provides a wealth of information for all students.

The guidance department works closely with the administration to address the needs of credit deficient students. In conjunction with the programming department, students were programmed to take specific summer school classes needed in order to be promoted to the next grade level. In addition, an after-school credit recovery and an Independent Study program were developed to further provide assistance to under-credited students.

The attendance team works diligently to ensure that all students are attending school on a regular basis with the support of our CBO, Grand Street Settlement's AIDP. This team identifies and targets students with chronic absenteeism and follows up with students and their families after each absence and or lateness via phone calls and or home visits. The attendance team conducts rigorous attendance outreach. Our phone messaging system allows for us to make daily calls to all students that were not in attendance that school day. Additionally, parents are contacted and invited in for a conference if students have 5 or more consecutive absences or a noticeable class-cutting pattern. Overage and under-credited students are routinely invited in to review credit accumulation, attendance, and options available for completing their high school diploma requirement.

Our guidance department works closely with several CBOs such as Casa Leap, Henry Street Settlement and Grand Street Settlement to ensure that all students in need of mental health counseling are referred and screened in a timely manner.

Weaknesses:

The graduation rate is below the NYC average. Additionally, promotion from 10th to 11th grade, while it has increased, still needs improvement. The guidance staff will continue to work closely with the rest of the staff to discuss pertinent issues and to improve the referral process. The guidance team will also work on assisting under-credited students for an alternative placement to a school or program that will better suit their needs. Attendance and Regents scores are in need of improvement. The Attendance Improvement and Dropout Prevention Program (AIDP) counselors will work on improving attendance through family outreach, ongoing analysis of attendance data, and setting goals with students during individual and group counseling sessions. The team will establish clear goals with students and provide meaningful incentives that are linked to the ultimate attendance goal. In addition, the team will provide support in tracking students' academic needs and improvements.

Goals based on data:

The guidance department's goals are to increase the percentage of students meeting the promotion criteria for graduation from high school in four years.

1. Attendance percentage will increase from 83% to 85% by end of 2010-11 school year.
2. Through counseling services at least twice a year; creation of individual action plan with varied intervention services:
 - 85% of first time 9th grade students will be promoted to 10th grade
 - 80% of first time 10th grade students will be promoted to 11th grade
 - 70% of first time 11th grade students will be promoted to 12th grade

(39% of first time 12th grade students are currently on track to graduate in June 2010; the remaining 61% of this cohort can possibly graduate through completing credit recovery, independent study, and enrollment in the Regents/RCT prep classes.)

3. All seniors will apply to at least 6 CUNY colleges by January 1, 2011.
4. 90% of overage and under-credited students will be referred to appropriate programs such as YABC, alternative H.S., vocational programs, VESID, etc.

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.

- Goal #1:** To create a school-wide culture of systems for goal setting and monitoring that aligns administrative, departmental, grade level, individual teacher and student goals which will result in improved student mastery of content knowledge based on New York State Academic Standards that will lead to the improvement of the June 2011 Regents passing rate by 7%.
- Goal #2:** To improve the academic success of students with IEP's by providing comprehensive targeted academic and guidance services that will result in a 7% increase in credit accumulation and 5% increase in Regents/RCT passing rates by June 2011.
- Goal #3:** To develop and implement a system for improving attendance for all students by the end of the 2011 school year. Last year's attendance rate was 83%; our target goal for 2010-2011 school year is 85%.

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): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To create a school-wide culture of systems for goal setting and monitoring that aligns administrative, departmental, grade level, individual teacher and student goals which will result in improved student mastery of content knowledge based on New York State Academic Standards that will lead to the improvement of the June 2011 Regents passing rate by 7%.</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"> • The faculty will establish school goals that will be included in the CEP • All teachers will develop SMART professional goals that lead to the students' achievement. One goal will be generated together in grade level meetings and progress will be measured during the grade level meetings where best practices will be shared. The second goal will be an individual teacher goal and will become the focus of teacher observations during the 2010-2011 school year. • All departments will use the same framework for data collection as provided to them by the Professional Development committee/Inquiry Team in order to monitor and revise units and lessons based on analysis of student performance. • Implementation of CSNAV College Readiness program will help students to develop their transitional goals • Interim monitoring of progress towards goal completion conducted by entire school community will be conducted at the end of each marking period
<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"> • Title 1 funding • Fair Student funding • SINI funding • Contracts for Excellence (C4E) allocations • Children First Network • New York University Partnership • Grand Street Settlements support organization

<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"> • June 2011 Regents Exam Summary Report from HSST that will reflect accomplishment of the goal. • Analysis of scholarship and testing data by department (ARIS & HSST-STARs) and individual teacher every marking period with focus on students with disabilities • Analysis of student performance trends and performed by Data Inquiry Team: <ul style="list-style-type: none"> ○ Analysis of RCT and Regents participation rate ○ Analysis of promotion rates of students with disabilities ○ Review and analysis of Periodic Assessment results • Formal and informal assessments and item analysis that track student progress towards mastery of skills and content on an on-going basis that lead to differentiating lessons, creating interventions, and making academic referrals as needed. • Formal and informal observation reports and analysis of teacher's lesson plans by supervisors. • Weekly meeting agendas and work products posted to ARIS that is shared by the whole school community. • Completed goal sheets and end of year evaluations and reflections by all stakeholders in the school, which will result in the development of a culture that promotes and tracks monitoring and revising of goals that lead to higher student achievement.
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the academic success of students with IEP's by providing comprehensive targeted academic and guidance services that will result in a 7% increase in credit accumulation and 5% increase in Regents/RCT passing rates by June 2011.</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"> • Achieve 3000 reading program will be provided to all incoming 9-graders with IEP's to improve their literacy skills • ELA and Special Education teachers will participate in Achieve 3000 training in early September • Teachers will differentiate instruction to address needs of students with IEP's • The Grade Level teams, which consist of teachers and guidance counselors, will develop specific intervention plans for students with IEP's who are identified as struggling or at risk • All IEP students will be required to attend 37.5 minutes extended day program that will include working towards IEP's goals, completing class projects, developing study skills, and RCT/Regents prep support • After school Regents tutoring will be conducted by Grand Street Settlement tutors, and UNHS teachers for all students to provide individualized remediation and study/test-

	<p>taking skills development.</p> <ul style="list-style-type: none"> • The AP Supervision in conjunction with the IEP teacher and School Psychologist will develop a calendar to collapse annual reviews with triennials and requested reviews when possible. • R201, R326, RACP will be run weekly and discussed at weekly Special Education (SE) meetings so a targeted weekly plan can be developed, including placing specific students on the PPT and grade level meeting agendas. • Special Education students with less than 90% attendance will be referred to the attendance committee which will include SE teachers, guidance counselor, and administrative representative to develop individual attendance/lateness goals. • Teacher led full faculty PD on “Reading, Understanding, and Implementing Students’ IEPs” will be developed and conducted • CTT PDs will be conducted including co-teacher contract agreements, online planning template, instruction on the models of co-teaching • Whole staff will receive PD on differentiated instruction in September . • VESID personnel will conduct on-site informational meeting for students and parents for college options and transition goals.
<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"> • Title I funding • Fair Students funding • SINI funding • Grand Street Settlements support organization • Children First Network • Contracts for Excellence (C4E) allocations will be used to improve team teaching, especially CTT classes • Hire an additional Special Education teacher to reduce a student-teacher ratio in the CTT classes • Hire new Assistant Principal Supervision with the Special Education experience • Offer after school Regents preparation classes that will be staffed by teachers at the school and funded with per session hours under Fair Student funding and SINI

<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"> • June 2011 HSST Regents and RCT reports • Report cards and Snap Grade biweekly Progress Reports • R201, R326, RACP reports • Grade level meeting agendas • Guidance team agendas • Student schedules showing enrollment in after school programs • Formal and informal observations
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop and implement a system for improving attendance for all students by the end of the 2011 school year. Last year’s attendance rate was 83%; our target goal for 2010-2011 school year is 85%.</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"> • Inquiry teams will identify 9th grade students with the lowest attendance, and highest rate of lateness and cutting by using data generated from the CASS, ATS, and teachers’ reports and build appropriate interventions during weekly grade-level meetings • Snap-Grades, on-line grading book, will be used to keep teachers, guidance counselors, parents, and students informed of progress in all academic classes. • Teachers will communicate with parents regarding academic progress of their students through on-line grading book “Snap Grades” and by making periodic calls home for students with low attendance. • Automated phone calls(linked to parent cell phones when available) will be made when students are absent • A list server will be developed to email parents when students are absent or late • Only students with 90% attendance and above will be eligible for participation in afterschool events, sports teams and clubs. • All students will be eligible to participate in clubs and school events that will take place before the school day begins. • All students with low attendance and low passing rates will be mandated to attend the 37 1/2 minutes to make-up missed instruction • Incentives for perfect attendance, most improved academic achievement, and high academic achievement will be implemented, i.e., recognition awards nights or breakfasts with students, staff members and parents, etc. • Our library and media center will be opened before and after school for students to complete credit recovery courses, do research, complete homework assignments, and

	<p>utilize our on-line reading intervention program.</p> <ul style="list-style-type: none"> • ClassLink will develop on-line credit recovery courses in all academic areas.
<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"> • Title I funding • Fair Students funding • Grand Street Settlements support organization • Children First Network • Contracts for Excellence (C4E) allocations • Hire a social worker to provide individual and group social/emotional counseling and support to students with low attendance and their families • NYU Social Work interns • Purchase the Snap-Grades license and the Snap-Grades program for the teachers to enter their students' grades that can be accessed by students and their parents online. • Offer after school Regents/RCT preparation classes and credit recovery that will be staffed by teachers at the school and funded with per session hours under TL Fair Student funding and SINI grant • AIDP grant
<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"> • Weekly attendance, lateness, and cutting reports from ATS • Bi-weekly measure of academic progress through review of students' Snap Grade reports by teachers, school guidance staff and the attendance committee and share of these results with parents and guardians. • Outreach logs • Scholarship reports from HSST

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				
9	100	100	100	100	100	10		
10	150	150	150	150	160	10	20	20
11	80	80	80	80	130	10	10	20
12	50	50	50	50	90	10	10	30

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

- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).	
ENGLISH LANGUAGE ARTS	Name of Academic Intervention Services (AIS)	Description
	1. Achieve 3000	Researched-based computer reading program that assesses students' reading levels and provides both reading comprehension and writing improvement practice in an interactive and motivating way, engaging students, esp. reluctant readers; as well as targeting our lowest level 9 th -12 th grade students (Level 1 & 2) based on 8 th grade State ELA exam, past ELA performance, and Achieve3000 diagnostic test.
	2. Integrated Co-Teaching	Integrative co-teaching classes for Special Education students to reduce teacher to student ratio in the classroom offered during the day and provide small group instruction, utilizing the six models of co-teaching (parallel teaching, stations, one teach-one assist, etc.)
	3. Acuity Testing	Provides periodic assessment for English Language Arts performance based on standards; teachers then use these results to differentiate instruction in preparation for the ELA Regents Exam.
	4. Literacy Strategies - 7 Habits of Proficient Readers - Read aloud - Graphic Organizers - Vocabulary & Grammar Instruction - Think-Pair-Share-Write - Active Reading (Annotating Texts)	Use of a variety of literacy strategies to strengthen students' reading and writing skills of fiction and non-fiction texts, build vocabulary acquisition and grammar skills, and develop fluency.
	5. Regents Prep Class	One class offered in Fall Semester for students who took the ELA Regents exam the previous June, but failed to receive a 65.
	6. Progress Reports (SnapGrades)	Online grade book that provides periodic assessments for student performance based on classroom grading policy. Students and parents can access daily to monitor course progress.

	7. Technology	Use of technology in the classroom on a regular basis to help complement lessons and to facilitate teacher modeling of reading and writing strategies. (I.e. use of SMART Board, laptops, computer lab, LCD projector, etc.)
	8. Independent Reading of YA High Interest texts at student reading level	Scheduled time in English class on a consistent basis (2-3 times a week) for students to read high interest young adult books that they select and are at their independent reading level.
	9. Books on Tape	Availability of books on tape for students who have low reading levels to encourage reading, to make inaccessible texts more accessible, and to serve as a model of fluent reading.
	10. Data Inquiry Action Research	All student data (assessments, attendance, marking period grades) are compiled electronically and analyzed as a way to inform instruction and create an action plan of targeted interventions to address the various and different needs of the students to maximize academic success.
	11. Inclusive Co-teaching targeting ESL	Integrative co-teaching classes for ELL students to reduce teacher to student ratio in the classroom, offered during the day and provide small group instruction, utilizing the six models of co-teaching (parallel teaching, stations, one teach-one assist, etc.)
	12. Classlink Digital Classroom	A digital classroom set up to provide opportunities for students to make up credits, prepare for the ELA regents exam, and to learn in an environment that is conducive to their learning process. This program offers students the opportunity to strengthen their reading and writing modalities using technology.
	13. Diagnostic Assessments	Diagnostic Assessments are given at the beginning of each semester to inform teachers' planning of instruction and to form groups for small-group instruction in the classroom. These are in addition to the mandatory ITA and predictive assessments through Acuity.
MATHEMATICS:	Name of Academic Intervention Services (AIS)	Description
	1. Two periods of math for 9 th Graders.	All 9 th grade students are programmed into two well aligned math classes to prepare them for the Algebra Regents in June. One period is focused on the Algebra portion of the Integrated Algebra Curriculum. The other periods is focused on the Statistics portion of the Integrated Algebra Curriculum. Daily instruction is 86 minutes of instruction per day 5 times a week.
	2. Morning and	Academic Intervention Services are provided for 37.5 minutes, 3 times a week.

	Afternoon Tutoring	Students have a choice of attending in the morning or the afternoon.
	3. Credit Recovery	Through the support of Grand Street Settlement students have structured time to recover credit not earned in previous terms. The credit recovery program is supervised by a Mathematics Teacher.
	4. Personal Finance	Personal Finance class is offered to Seniors who need a math credit to graduate.
	5. RCT Prep Classes	Math RCT Prep classes are offered to students with special needs, a remedial mathematics course with small group instruction for students deficient in credit accumulation.
	6. Collaborative Team Teaching	Inclusion class for Special Education students. Class reduces the teacher-to-student ration in the classroom during regular school day.
	7. Differentiating Instruction	We differentiate instruction for ELL, Special Education, and gifted students on a daily basis. By implementing these interventions, we will be able to enforce and practice basic skills.
	8. Snap Grades	Based on classroom grading policies, students and parents are able to view their progress online. It helps the students to work effectively and supports their understanding of the constant preparation need. Motivates students to improve their grades.
	9. Technology	Helps complement lessons on a regular basis. The use of TI-83+ calculators, overhead transparencies, LCD Projectors and Smart boards support understanding for visual and tactile learners.
	10. Workbooks	The supporting workbooks are targeted to prepare students for the Regents exam.
	11. Literacy and ESL Strategies	Variety of literacy strategies is implemented in all classes to support comprehension of word problems. The use of Journals, Graphic Organizers, High Frequency Words, Word Walls, Vocabulary Lists, Translation into students' native language, etc.
	12. Math Games Incorporated in Lessons	Competitive learning games such as math jeopardy engages student interest by motivating students to succeed.
SCIENCE:	Name of Academic Intervention Services (AIS)	Description
	1. Regents-based courses	1. Test preparation for the science regents for general education and special education students scheduled to take science regents in 2010-2011.
	2. Regents-prep courses	2. Courses offered in the fall semester for students who took the science regents exam, but failed to receive a 65 or higher.

	<ol style="list-style-type: none"> 3. Non-regents courses 4. RCT prep courses 5. Collaborative Team Teaching (CTT) 6. Academic Intervention Services (AIS) 7. Bi-weekly progress reports 8. Online Grade availability 9. Regents-based exams 10. Technology 11. Peer Tutoring 12. Literacy Strategies: <ul style="list-style-type: none"> • Round Robin • REAP • Socratic Seminar • Repeated Readings • Graphic Organizers • High Frequency Words • Experts on Reading Section 	<ol style="list-style-type: none"> 3. Courses offered in the fall and spring semester for students who need additional science credits for graduation. 4. Test preparation for the RCT Science for Special Education Students scheduled to take RCT's in 2010-2011 who have yet to pass the science regents. 5. Inclusion class for Special Education students to reduce teacher-to-student ratio in the classroom offered during the day. 6. Extended time at the beginning or end of the day, Tuesday through Thursday. Provides small group instruction, one-to-one tutoring and homework help to students requiring additional support. 7. Provides periodic assessments for student performance based on classroom grading policy. Handed out in class anywhere from every other week to every three weeks. 8. Parents and students can monitor academic progress via www.snapgrades.com. 9. Use of scantron machine to do item analysis of Regents Exams and summative classroom assessments. 10. Use of technology in the classroom on a regular basis to help complement and differentiate instruction, such as Webquest projects, Smart board, and virtual labs. 11. Provides students with extra help from other students every day after school except on Monday's and Fridays. 12. Use of a variety of literacy strategies from newspaper and journal articles to textbook passages for non-fiction pieces of literature. 				
SOCIAL STUDIES:	<table border="1"> <thead> <tr> <th data-bbox="577 1328 1211 1365">Name of Academic Intervention Services (AIS)</th> <th data-bbox="1220 1328 1850 1365">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 1365 1211 1430">1. Global and US History Regents Prep</td> <td data-bbox="1220 1365 1850 1430">We focus on document analysis and scaffolding (DBQ), multiple choice strategies,</td> </tr> </tbody> </table>	Name of Academic Intervention Services (AIS)	Description	1. Global and US History Regents Prep	We focus on document analysis and scaffolding (DBQ), multiple choice strategies,	
Name of Academic Intervention Services (AIS)	Description					
1. Global and US History Regents Prep	We focus on document analysis and scaffolding (DBQ), multiple choice strategies,					

		and essay writing within an accelerated curriculum of both Global and US History.
2.	Global Literature	We emphasize literacy and document analysis and scaffolding (DBQ) as a supplement to the Global History Regents.
3.	PM School (Credit Recovery)	We offer Global and US History PM school for credit recovery to those students who need to make up credits with priority given to 12th Graders to ensure timely graduation.
4.	Afterschool Peer Tutoring	We offer extra help from other students up to four times a week as well as focusing on big picture content in personal morning AIS programs.
5.	Progress Reports	Utilizing Snap grades, we hand out progress reports that reflect students' work/grades every three weeks to ensure acknowledgement of progress.
6.	Period Assessments	We utilize assessments aligned with the Regents that track students' mastery of the content and utilize such measures to inform instructional practices to proceed during the unit.
7.	Literacy Strategies	We incorporate different literacy strategies in order to allow for greater comprehension and even multiple entry points.
8.	High Frequency Subject Words and Questions	We have word walls with high frequency subject words to build vocabulary and we utilize such language to enhance understanding of Regents content.
9.	Contextualization	We use timelines to contextualize events to allow for greater understanding of cause and

		effects and sequences.
ESL/FOREIGN LANGUAGE:		
	Name of Academic Intervention Services (AIS)	Description
	ESL	<ol style="list-style-type: none"> 1. Achieve 3000 2. Individual tutoring with teacher 3. Individual tutoring with peers 4. Review all other disciplinary subjects 5. Review Regents practice test 6. Use of technology in the classroom on a regular basis to help complement lessons and to facilitate teacher modeling of reading and writing strategies 7. Provides periodic assessments for student performance based on classroom grading policy. Handed out in class anywhere from every other week to every three weeks. 8. Individual case conferencing with students. 9. Use a variety of literacy strategies to strengthen students reading and writing skills of literary and non-literary texts, build vocabulary acquisition and grammar skills, and develop fluency. 10. Practice NYSESLAT test 11. Practice listening, reading, speaking and writing skills 12. Read Novels daily
Foreign Language	<ol style="list-style-type: none"> 1. Vocabulary study—Spanish and Chinese 2. Replenish vocabulary wall 	

		<p>3. Use of technology in the classroom on a regular basis to help complement lessons and to facilitate teacher modeling of reading and writing strategies</p> <p>4. Provides periodic assessments for student performance based on classroom grading policy. Handed out in class anywhere from every other week to every three weeks.</p> <p>5. Individual case conferencing with students.</p> <p>6. Use a variety of literacy strategies to strengthen students reading and writing skills of literary and non-literary texts, build vocabulary acquisition and grammar skills, and develop fluency.</p>	
MUSIC/ VISUAL ART	Name of Academic Intervention Services (AIS)	Description	
	1. Study Hall	Students are welcome to come in before and after school for extra help, or to continue working on projects. Individual instruction and small group instruction during extended time AIS .	
	2. Snap Grades	Students may access their snapgrade.com account at any time to stay updated on their progress.	
	3. Periodic Assessment	Periodic assessments help track student mastery of individual topics and inform how to proceed with further instruction.	
	4. Technology	Use of technology in the classroom on a regular basis compliments instruction. The Music Technology Lab enhances student learning with music notation software, digital	

		recording, and Internet research.	
	5. After School Clubs	After school clubs such as Piano Studio and Choir are available for students. The Music Technology Lab is also open for student usage.	
	6. Personalized Course Design	Due to the different needs of students, independent projects are given for credit recovery. Additionally, students are given different projects based on individual skill level.	
	7. Department Website	The UNHS Arts Department website keeps students updated on homework assignments and events.	
SPECIAL EDUCATION	Name of Academic Intervention Services (AIS)	Description	
	1. RCT Prep Classes in School	1. Review RCT questions and review answer choices; help students organize their writing in response to RCT questions; provide mini mock RCT Exams to assess students' progress. Direct instruction in test-taking strategies.	
	2. Regents Prep Classes	2. Review Regents questions and explain the answer choices; help students organize their writing in response to Regents questions; provide mini mock Regents Exam to assess students progress. Work with parents to assist students with homework assignments; provide extra individual worksheets for students and model the approach which students need to follow to solve the respective problem.	
	3. Differentiation of Instruction	3. Differentiation of instruction based on individual students' needs, which includes working one-on-one with students or working in flexible groups. For quizzes and exams all students receive modifications in accordance with their IEPs.	

	<ol style="list-style-type: none"> 4. IEP Professional Development 5. Tutoring 	<ol style="list-style-type: none"> 4. Weekly meetings to review all IEPs and to ascertain that the school is in compliance with all the sections of students' IEPs. 5. Mandated extended time at the beginning and end of the day Monday- Thursday offering support in various subject areas- such help includes, but is not limited to: reviewing notes, writing assignments, non-fiction reading strategies, study skills, reviewing for exams, and additional coaching to solve math problems. 	
<p>At-risk Services Provided by the Guidance Counselor:</p> <ol style="list-style-type: none"> 1. Academic Counseling 2. Assemblies & Class Presentations of available programs 3. Referrals to Academic Programs 4. Peer Mediation 5. Crisis Intervention/ Counseling 6. Credit Recovery 7. Referral to Vocational Programs 8. Referral to appropriate alternative placement 9. Student/Teacher Conference 	<ol style="list-style-type: none"> 1. Individual and small group counseling to provide students with transcripts, promotion and graduation requirements, and transcript audit form; teach them how to read, understand, and audit transcript. 2. Keep students informed of and encourage them to participate in a variety of academic and extra-curricular enrichment programs, such as College Now at Baruch College and BMCC, Grand Street Tutorial Program, Girls, Inc., etc. 3. Match students with enrichment and support programs based on their academic and social needs. 4. Facilitate mediation between students to help resolve conflict. 5. Counsel students struggling with a variety of social/emotional problems that impact on their academic success. 6. Provide students with opportunity to recover credits through ClassLink on-line courses, attending both PM School, Summer School and through staff advised Independent Study. 7. Refer students who struggle academically, but show ability and interest in Work Study programs as a way to keep these students engaged in learning and pursuing a high school diploma. 8. Assist students and their families in seeking a more appropriate school placement where student can receive academics in a more appropriate environment. 9. Have conference with a teacher and student who is having difficulty being successful in a specific class to facilitate a conversation whereas the student and teacher can express their needs and devise a course of action for improvement. 		

<p>10. Family Outreach</p>	<p>10. Contact and conference with parents both on the phone and face-to-face to discuss student's academic progress and possible supports available to student.</p>
<p>At-risk Services Provided by the School Psychologist:</p> <ol style="list-style-type: none"> 1. Helps All Students 2. Identifies Problems 3. Solves Problems 4. Helps Schools and Families 5. Consults 6. Assesses 7. Behavior management 	<ol style="list-style-type: none"> 1. Including gifted students, underachievers and those with disabilities make the most from their educational experiences. 2. In students' emotional health or academic performance and in the way the school system meets students' needs. 3. Through direct contact with parents, teachers and students, and recommend special programs or teaching methods. 4. Create classroom and home environments best suited to the needs of the students. 5. Talk with parents, teachers and school personnel about how to best help students learn and grow. 6. Students are observed in the classroom, interviewed and tested to check: <ul style="list-style-type: none"> * Academic achievement * Learning aptitudes * Social Skills * Self-help skills * Physical and motor development * Personality and emotional development * Vocational interests 7. Work directly with a student and/or family to help solve problems. Counseling, behavior management or other approaches may be used.
<p>At-risk Services Provided by the Social Worker:</p> <ol style="list-style-type: none"> 1. Attendance Outreach 2. Short-term Family Counseling 	<ol style="list-style-type: none"> 1. Contact parent/guardian of students who are absent or cut classes. 2. Outreach to families to determine/assess the underlying causes of students' maladaptive behaviors such as problems with attendance, poor behavior in classrooms or signs and symptoms of mental illness such as depression or anxiety. Social Worker will make the necessary referral to appropriate agency, mental health treatment, and/or other community-based organizations

At-risk Health-related Services:

- 1. Individual Counseling
- 2. Group Counseling
- 3. Family Counseling
- 4. Peer Mediation
- 5. Crisis Counseling
- 6. Assessment
- 7. Credit Recovery
- 8. Referral
- 9. Social/Cultural Activities

- 1. Service provided in accordance with an individualized service plan on a one to one basis, to those participants who meet the admission criteria as set forth in the prevention provider's admission/participation /discharge procedures.
- 2. Service provided in accordance with an individualized services plan to participants in ongoing groups dealing with specific problem and issues which contribute to patterns of behavior which are or could become dysfunctional
- 3. Counseling service which includes the parents or guardians, family members or significant others for the purpose for discussing alcohol, other drug use/abuse, or dysfunctional/potentially dysfunctional behavior that impacts adversely on the family system.
- 4. Facilitate mediation between students to help resolve conflict.
- 5. A short-term activity designed for persons in need for immediate assistance. Crisis contacts are limited to three ongoing contacts.
- 6. Evaluation of an individual's situation and /or behavior to determine the following: If the individual is at risk; the level of any actual involvement with alcohol and/or other drugs; and whether there is a need for admission to the program.
- 7. Provide students with opportunity to recover credits through attending both PM School, Summer School and through staff advised Independent Study.
- 8. A formal referral to an appropriate service for the purpose of assisting the participant and/or his/her significant others to access ancillary support services, specialized services and/or alcohol and substance abuse treatment services.
- 9. Activities organized by the provider which heighten cultural awareness and pride, including dances, parties and field trips to theatres and museums. The services in these programs enhance development of self-concept through creative self-expression.

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) 9-12 **Number of Students to be Served:** 59 ___ LEP 5 ___ Non-LEP

Number of Teachers 2 ESL_ **Other Staff (Specify)** 1 AP and 1 GC

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

UNHS has a population which reflects the surrounding neighborhood, Manhattan's lower east side. Currently there are a total of 59 ELL students entitled to Bilingual/ESL services including: 23 freshmen (17 Chinese, 8 Spanish, and 1 Bengali), 12 sophomores (11 Chinese and 1 Arabic), 13 juniors (1 Fulani, 8 Chinese, 1 French, 1 Filipino, 1 Bengali, and 1 Spanish) and 9 seniors (4 Chinese, 1 Urdu, 1 Twi, 1 Arabic and 2 Spanish). As a high school with continuing ELL students, we review the continued entitlement letters to determine parent choice. Almost all ELL parents request a freestanding ESL program. We have a total of 27 students with 0 or 1 year of service, with 23 of them Mandarin speaking spanning grades 9-12. To address the needs of our English Language Learners, we at 01M448 will provide an extended day program that will provide intensive English Language instruction through an afternoon ELL Humanities Academy. More than half of our entitled students (35) are 9th and 10th graders and most of these are beginners who have yet to complete one year of ESL service and take the NYSESLAT. This makes social studies a particular challenge for them because of its high language and content demands. In addition, at the end of 10th grade these students must pass the Global History Regents exam which requires high-level reading and writing skills. With this in mind, we offer them multiple opportunities to receive additional resources and support to increase their English literacy development.

Our proposed program will supplement and support the mandated Part 154 school day program that all our entitled ELL students receive. Highly qualified, ESL certified teachers will offer these students a curriculum that develops their reading and writing skills while focusing on both Social Studies and English Language Arts. Our partnership with Classlink provides these teachers with additional technical support and content area expertise.

The Academy will run from 3:00-4:00 PM, once a week beginning in early October and running through the beginning of June to prepare students for end of the year assessments. It will be open to all ELL students in the school, grades 9-12. This after school courses will support and enhance the current instructional program, with particular emphasis on preparing students to meet standards required for graduation in English Language Arts and Social Studies. Digital Classroom- ClassLink has implemented an online campus for University Neighborhood High School in which blended courses of study have been created and are aligned with the common core standards and connected them with interdisciplinary curriculum maps. The course curriculum will increase the English Language proficiency of the ELL students and emphasize those skills needed to successfully complete the essay component of the Social Students Regents examinations, including the DBQ and thematic essays which parallel those skills needed for Task I and Task II of the ELA Regents examination. This classroom also serves as a blended learning environment to allow students remote access to all course work and assignments. Two ESL teachers with expertise in the 10th grade assessments will prepare students for these high stakes exams while at the same time building their English Language skills. This model will support students' language development while building their content knowledge. Additional support will be provided by peer tutors from who will work with the teachers to provide students with individualized attention at no cost to Title III.

These courses are creating a multiple pathway for under-credited students, enrichment, Regents preparation and various electives. This classroom also serves as a blended learning environment to allow students remote access to all course work and assignments. A parent portal has been

created to mind the gap of student data and achievement long before their report card arrives. The SLT and PTA have been invited for a hands on workshop in which teaching and learning will occur.

We will use Title III funds to purchase the following instructional materials to support this program: 40 copies of Listening and Note-taking skills workbooks, NYESLAT Prep books, highlighter tape and graphic organizer books, highlighter tape, sentence strips. These materials will support development of literacy by providing scaffolding for reading and writing activities and providing technology for reinforcing listening skills.

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

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

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

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

Section III. Title III Budget

School: 01M448 _____ BEDS Code: _____ 334101 _____

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) - Per session - Per diem	\$5,219.12	After School Title III Literacy through the Content Areas Instructional Program 5 days per week for 1 hour per day for 1 ESL teachers

		<p>(1 teacher x 16 wks x 1 hrs x 49.73) = \$3,978.80</p> <p>Parent Workshops = \$1,240.32 1 guidance counselor @ \$53.63 x 6 hours = \$321.78 (per session for two 2 hrs parent workshops presentation and preparation 2 teachers @ \$49.73 x 6 hrs = \$596.76 (per session for two 2 hrs parent workshops presentation and preparation 1 supervisor @ \$53.63 x 6 hrs = \$321.78</p>
Purchased services - High quality staff and curriculum development contracts.	\$5,000	ClassLink Staff Developers work with teachers and administrators 1 day a week on development of curriculum enhancements that modify instruction for ELL's in all academic areas.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,780.88	Instructional materials for Title III instructional program = Noteworthy: Listening and Note-taking Skills 2 40 copies @ \$25.00 each = \$1,000.00 Intermediate Listening Comprehension: Listening and Note-taking Skills 40 copies @ 25.00 each = \$1,000.00 Bilingual Spanish / English Dictionary 20 copies @ 8.55 each = \$256.50 Bilingual Chinese / English Dictionary 40 copies @ 8.39 = \$ 355.60 Consumables (Chart Paper, post-its, highlighters, notebooks) = \$274.68
Educational Software (Object Code 199)	\$2,000	Credit Recovery Software for ELL's provided by ClassLink
Travel		\$0
Other		\$0
TOTAL	\$15,000	

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.

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

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

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

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

The translation needs identified related to documents not translated by the Department of Education because they are particular to our school. These included materials for parent workshops given at PTA meetings, Title III and other parent

workshops and the school's special events such as our College and Career Day. Letters home announcing the school's afterschool programs including extracurricular activities including tutoring, SAT and Regents preparation classes require translation. Permission forms for trips and special programs also need to be translated. Parents have also expressed written translation of progress reports and materials related to understanding the college admissions process.

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is

available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

Distributing the “Bill of Parent Rights and Responsibilities” at PTA and SLT meetings, individual parent meetings with guidance counselors, at intake of new students, at school special events and workshops and at open school events, and through mailings to parents whose preferred language is one of the covered languages.

Posting near our entrance translated signs noting the availability of interpretation services at our school

Including a plan for communicating with parents in the covered languages as part of the school’s safety plan

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	335,176	144,942	480,118
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,352	1,449	4,801
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,759	*	
4. Enter the anticipated 10% set-aside for Professional Development:	33,517	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

1. School Parental Involvement Policy

University Neighborhood High School encourages the participation of parents through an increasingly active parent volunteer program. Other avenue where parents’ participation is encouraged is through being an equal partner by becoming a member of the School Leadership Team and Parent Teacher Association. The UNHS Parent Teacher Association is also considering developing a Title I Subcommittee called Parent Advisory Council (PAC) and/or Parent Inquiry Team. All parents will be eligible to join. The Title I committee will be consulted regarding the use of Title I funds in the school during the October PTA meeting and will be involved in the development of the school’s Title I Parent Involvement Policy and Parent School compact.

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

1. Annual distribution of a Parent/Student Handbook so parents can clearly understand the school mission, curriculum, and what is expected of their child, and how the school and parents can partner together so the student will succeed academically and strive to be a life-long learner.
2. PTA and SLT meetings are scheduled throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. PTA meetings will take place the third Thursday of the month and SLT meetings will take place the first Thursday of the month. The schedule can be adjusted for school

non-attendance days. Meetings will focus on how parents and teachers can work together to monitor a child's progress in order to improve student achievement.

- 3. A PTA workshop where parents can network and receive training on navigating the New York City - DOE website (i.e. - ARIS, Snap Grades) will be held during the Fall term of 2010-2011.

- 4. The Council of Student Activities will plan to hold annual events for parents/ students: periodic appreciation ceremonies, parent volunteer week, the senior parent luncheon, a Family Day luncheon raffle, an annual breakfast with the Principal, field trips, a Holiday Breakfast, etc.

- 5. A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.

- 6. Host ninth grade orientations for incoming students and parents.

- 7. Continuous communication to assist parents in understanding the school curriculum and student achievement through Snap grades, handouts, mailings and periodic student achievement reports. A newsletter from the Parent Coordinator will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.

- 8. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.

- 9. A Parent Involvement Form will be included in the incoming 9th grade orientation packet and also distributed at the first parent teacher conference by the school. The school will work with the Parent Inquiry Team to compile and review responses on the opinions and concerns of parents about current programs and suggestions for improvement.

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

2. School-Parent Compact

University Neighborhood High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and

the means by which UNHS and the parents will build and develop a partnership that will help children achieve or exceed the NYS standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School responsibilities

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet and exceed the NYS student academic achievement standards as follows:
 - a. The school will provide high quality curriculum and instruction by-hiring highly qualified teachers that meet NCLB Title 1 requirements.
 -
 - b. The school will then, in a collaborative fashion, put together an academic program that meets or exceeds all mandated time requirements for the four core academic classes.
 -
 - c. Curriculum and instruction will be of high quality and designed by staff in a collaborative fashion and with the guidance of in house professional development, regional resources, and privately contracted educational entities, as well as our partnership with New York University to ensure that instruction is differentiated to meet the varied skill levels of the students. Students identified as at risk will receive academic intervention for 37.5 minutes 3 times a week. Students with high academic standing will be offered the opportunity to take college courses at CUNY Baruch College and BMCC after school.
 -
 2. Provide parents with frequent reports on their children's progress. Specifically, this school will provide reports as follows:
 -
 - a. The school will provide parents with Snap Grades that can be viewed online to track their children's ongoing progress through graduation as well as receiving report cards 6 times a year.
 - b. In addition, parent teacher conferences will be held twice per year during assigned dates, as set forth in the NYC DOE school calendar.
 - c. Individual classroom teachers will contact parents if a student is not being academically successful and consult with guidance for suitable interventions to promote student success.
 -
 3. UNHS teachers are available to parents on an as needed basis by phone or for in school conferences by appointment.
 -
 4. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.
 -

- a. This is accomplished through parental involvement in the SLT and PTA. The PTA Inquiry Team will hold meetings to revisit and revise the school parent compact and discuss what progress is being made and whether the compact has to be modified to best encourage parent involvement and student support. A calendar will be created and shared with all members of the UNHS community.
-
- 5. Hold a meeting in the fall to inform parents of this school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. UNHS will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. This school will invite all parents, and will encourage them to attend.
-
- 6. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
-
- 7. Upon request, school-based inquiry teams will provide pertinent non-confidential information about school data and how it is used to best serve our student population.
-
- 8. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. This school will respond to any such suggestions as soon as is practicably possible.
-
- 9. A Senior Letter Contract will be disseminated during the first PTA conference to ensure all students and parents are aware of the requirements for graduation and the student behavior expectations in order to be able to participate in all Senior activities.
-
- 10. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.
-
- 11. Provide regular professional development and instructional assessment tools to promote the continued educational advancement of all instructional staff.
-
- 12. Dissemination of School Safety Information with designation of meeting locations in case of an emergency.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television they watch, video games, texting, web surfing and social networking for entertainment purposes.
- Attending field trips in the 9th through 12th grades designed to introduce students to post-secondary institutions.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time; ensuring adequate study time, encouraging participation in after school events.
- Staying informed about my child's education, academic progress, and behavior in the school building by accessing Snap Grades and attending PTA meetings and parent teacher conferences.
- Communicating with this school by promptly reading all notices from school or the school district either received by my child or by mail/email, and by responding, when appropriate.
- Notifying the school of any pertinent changes in my child's well being that may affect my child's performance in school.
- Notifying the school of living environment and/or address, change of guardianship, or contact updates.
- Becoming involved in developing, implementing, evaluating, and revising the school-parent involvement policy and compact.
- Serving, to the extent possible, on policy or school advisory groups that may include the School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, this school's Support Team or Parent Inquiry Team.

Student Responsibilities

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

- Be in school every day and on time.
- Do my homework every day and ask for help from teachers, parents or peers when necessary.
- Read at least 30 minutes every day outside of school time.
- Give to our parents all notices and information received by me from my school.
- Engage in extra-curricular activities, such as clubs, sports, or student government.
- Promote a positive tone within the school building through words and actions.
- Will not engage in physically destructive acts such as graffiti writing or destroying school property.

- Attend all after school and Saturday Regents Prep sessions offered by the school if applicable. Participate in services provided by the school or Community based organizations to receive academic tutoring and/or test preparation.
- Follow school rules and DOE discipline codes.
- Promote a safe and effective learning environment for all students..
- Participate in afterschool peer tutoring /mediation program.
- Respect all members of the UNHS community, including fellow students, staff, parents, etc.

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 Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See section IV.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

See sections V and VI.

3. Instruction by highly qualified staff.

Wherever possible, all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal

counseling, administrator support, mentoring, and assistance from pedagogical specialists from the BEST Network.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Through semimonthly workshops, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated, high-quality professional development. In addition, grade teams meet weekly to examine student work, discuss best practices, and use data to identify areas of weakness and to develop strategies to address them. In addition, professional development takes place during common planning time each week. Additional professional development opportunities are offered to the staff after school such as Smartboard, Acuity and ARIS training. We also have partnered with the BEST Network to provide additional support to staff members on topics ranging from the new Common Core Standards to pedagogical classroom support. We are also working with the Classlink on Track program to provide additional support to teachers.

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

The Principal in collaboration with the BEST Network personnel will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follow the guidelines set by the New York State Education Department.

The Principal, in collaboration with the BEST Network personnel, work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities, including our partnership with New York University.

UNHS advertised on the Inside Schools website for certified teachers.

UNHS staff members have also contacted their professional colleagues to recruit qualified teachers.

UNHS is an SBO school, which attracts experienced, qualified teachers.

UNHS administrators attended a variety of job fairs in order to find qualified candidates.

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

- a. Holding PTA and SLT meetings regularly and clearly communicating with parents regarding upcoming events.
- b. Holding Open Houses for perspective families of high school students in order to establish contact.
- c. Weekly meetings with the Guidance Department to maintain daily contact with students who have attendance problems.
- d. Partnership with the Attendance Improvement Dropout Program (AIDP) run funded by the United Way and run through the Grand St. Settlement to reach families of students with historically poor attendance.

- e. Using communications technology to call parents of students to inform them about events at the school, to assist with informing parents about attendance issues, and for other important information and upcoming deadlines.
 - f. Holding events at school such as Field Day, school dance etc. to attract parents and families to the school community.
 - g. Utilizing the online grading system Snap Grades to allow parents to have access to current grades and behavioral anecdotes.
 - h. Having staff members that can communicate to families in the native languages of our large Chinese and Hispanic populations.
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.

N/A

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.
- a. Teachers meet during common planning times to make decisions regarding testing and achievement.
 - b. All teachers have access to a range of test data for individual students using Acuity and ARIS. Additionally, there is training provided to the staff on Acuity and ARIS's functionality.
 - c. The inquiry team is involved in analyzing student achievement data and making decisions about academic interventions for individual students.
 - d. Grade teams meet weekly to use data to identify areas of student weakness and create action plans for improvement.
 - e. Departments meet in order to plan and design diagnostic and predictive assessments for students.
 - f. IEP meetings are scheduled and teachers are appropriately covered so that strategies may be developed among teachers for special needs students, based upon IEP mandates.
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.

Students who experience difficulty mastering the proficient or advanced levels of academic achievement have been given the following interventions:

- a. Tutoring and AIS for students before and after school
- b. After-school peer-tutoring through the Grand Street Settlement
- c. Credit Recovery classes after school
- d. Saturday Academy to assist struggling students prepare for the Regents exams
- e. The creation of a New York State standards-based Global Literature class designed to support both the Global History class and the English class. Additionally, this will help to prepare students for both Regents Exams.

- f. The creation of a New York State standards-based Statistics course in the 9th grade to give additional support to students in preparation for the Integrated Algebra exam.
 - g. The creation of Regents Prep classes to give additional support to students to help them pass Regents exams they had previously failed.
 - h. Allowing qualified students to take Honors and Advanced Placement classes and giving them additional support to help prepare them for content with a higher degree of difficulty.
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.
- a. Counselors, deans, and other staff work together to mediate problems among students.
 - b. Alternative sites/programs are offered to over-aged/under credited students
 - c. Students and their families are proactively encouraged to turn in their lunch forms.

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

Explanation/Background:

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 Schoolwide 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 Schoolwide 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 schoolwide 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for</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
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide 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 – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **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

					<i>FY'11 school allocation amounts)</i>	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	✓			\$281,548	✓	29-39
Title I, Part A (ARRA)	Federal	✓			\$143,493	✓	29-39
Title II, Part A	Federal			N/A			
Title III, Part A	Federal	✓			7,369	✓	40
Title IV	Federal			N/A			
IDEA	Federal	✓			\$42,452	✓	18 – 19
Tax Levy	Local	✓			\$2,445,031	✓	12 - 40

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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.

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.

Binders that address student development, goals, and differentiated groupings. The second is the use of Intervisitations as a form of data collection and building a collegial community where the observing and sharing of best practices becomes inherently a part of the school culture. In addition, they have assisted in the development of a collegial community by offering teachers a way to share their curriculum and lesson plans instantly through our OnTrack online program. Special Education Teachers are able to make differentiated groupings which are added to every lesson plan in seconds. In order to serve the student and parent population, teachers have been trained to use the Digital Classroom where custom courses have been designed to assist teachers in developing their units and offer students hands-on experiences with the material. The Digital Classroom has become a 24-hour a day classroom where students can log-on at anytime from anywhere and access their course materials. Teacher support is the main focus of the relationship between ClassLink and the University Neighborhood High School. Teachers, both new to the field and veterans, receive support in their classrooms that is customized to their individual needs and goals. Teachers receive materials for their classrooms, coaching on classroom management, and modeling of best practices, and support with individual students, organizational strategies, and curriculum development in relation to New York City's core competencies.

Teacher Support is ongoing as ClassLink has created a Professional Learning Community in which teaching and learning and collaborative best practices are shared via an online community share repository. Teachers meet in grade level teams every Tuesday to divide, conquer and inspire one another on interdisciplinary projects and differentiation strategies and aspects of their Digital arena. These gatherings are a corner stone to teacher developments and a hand holding support mechanism to differentiate PD for each teacher.

Digital Classroom- ClassLink has implemented an online campus for University Neighborhood High School in which blended courses of study have been created an aligned with the common core standards and cross walked with interdisciplinary curriculum maps. These courses are creating a multiple pathway for under-credited students, enrichment, regents' prep and various electives. This classroom also serves as a blended learning environment to allow students remote access to all course work and assignments. A parent portal has been created to mind the gap of student data and achievement long before their report card arrives. The SLT and PTA have been invited for a hand on workshop in which teaching an learning has occurred.

Data Driven Instruction- has been implemented school wide as ClassLink has offered a Summer Institute in which each teacher received a hand holding PD in which a data binder is formed and established as a ritual and routine in the classroom setting. During weekly team meetings, analyzing student work brings this cycle full circle in all respects.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

For new teachers, mentoring at UNHS utilizes the NYC DOE Development Continuum which rates teacher development along a scale from "beginning" through 'emerging', 'applying', and 'integrating' to 'innovating' on 6 skills:

- Engaging all students
- Effective environment
- Organizing subject matter
- Planning instruction
- Assessing learning

- Developing as a professional

These are tracked weekly and monthly using the DOE's Mentoring Tracking System.

New teachers are observed teaching at least once a week and then the observation is debriefed in a conference at which the themes above are discussed in relation to the particular lesson. At times, the principal or assistant principal may be present. Teachers are also given assignments including articles to read and reflect on, or intervisitations of other teachers in and out of their subject area about which they are expected to submit written reflections of these experiences.

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.

The plan will be developed by SLT and delivered to parents via mail and during the PTA meetings.

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/rdonlyres/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.)

Total of 12 students currently living in temporary housing

2. Please describe the services you are planning to provide to the STH population.

The following services are provided to all our students, but greater emphasizes is made to those students that we recognize that have the added stress of home instability. A full fare metro card is immediately issued to them, free school uniform and that includes a sweatshirt and two T-shirts with a school logo is provided; they are encouraged to participate in the universal free breakfast and lunch program, and most importantly, counselors screen them carefully to assure that if needed, supportive counseling is provided to them so they have an opportunity to verbalize any additional distress or anxiety they are experiencing due to the added pressure of living in a temporary setting. Additionally, their classroom teachers and the guidance staff promote all of our after school programs, including academic enrichment, clubs and sports programs in order to provide them with extended day opportunities and added structure in their lives.

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 Neighborhood High School						
District:	1	DBN:	01M448	School		310100011448	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		84.8	84.9	83.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	209	177	130				
Grade 10	196	158	139				
Grade 11	99	129	103				
Grade 12	82	68	115				
Ungraded	0	0	1				
Total	586	532	488				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.5	97.1	94.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	71.5	73.4	76.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	8	38	29

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	11	14	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	1	0	2	Principal Suspensions	161	207	75
# in Collaborative Team Teaching (CTT) Classes	62	71	74	Superintendent Suspensions	52	29	21
Number all others	64	61	37				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	41	34	TBD	Number of Teachers	39	42	39
# ELLs with IEPs	1	7	TBD	Number of Administrators and Other Professionals	14	14	10

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	1	6

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
	12	15	109	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	47.5	51.2	59.0
				% more than 5 years teaching anywhere	32.5	32.6	41.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	65.0	74.0	89.7
American Indian or Alaska Native	0.5	0.4	0.0	% core classes taught by "highly qualified" teachers	89.5	93.4	97.9
Black or African American	23.5	27.1	26.2				
Hispanic or Latino	47.8	46.4	47.5				
Asian or Native Hawaiian/Other Pacific	19.3	18.0	22.5				
White	4.3	4.7	3.7				
Male	52.4	53.8	56.4				
Female	47.6	46.2	43.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	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	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						v
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	v	70
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				-	-	-
Hispanic or Latino				X	vsh	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	v	
Student groups making				0	2	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10			
Overall Letter Grade:	C	Overall Evaluation:	UPF		
Overall Score:	47.8	Quality Statement Scores:			
Category Scores:		Quality Statement 1: Gather Data	UPF		
School Environment:	5.2	Quality Statement 2: Plan and Set Goals	UPF		
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF		
School Performance:	11.4	Quality Statement 4: Align Capacity Building to Goals	UPF		
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF		
Student Progress:	31.2				
<i>(Comprises 60% of the</i>					
Additional Credit:	0				

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

**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 308	District 01	School Number 448	School Name University Neighborh
Principal Elizabeth Collins		Assistant Principal Patricia Catania	
Coach Susan Picker		Coach type here	
Teacher/Subject Area Linda Wang/ESL		Guidance Counselor Cynthia Bennett	
Teacher/Subject Area Jessica Lopez/ESL		Parent Linda Chin	
Teacher/Subject Area Naomi Itzkowitz/English		Parent Coordinator Lisa Ranson	
Related Service Provider Francisco Ferrer		Other Audra Benjamin/SE Teacher	
Network Leader Kathy Pelles		Other type here	

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	3	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	4	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	489	Total Number of ELLs	58	ELLs as Share of Total Student Population (%)	11.86%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
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.
1. When we have students new to the school system the Home Language Survey is administered to parents by our licensed ESL teacher who is our LAB/BESIS coordinator in the appropriate native language. This is done the first day the parent arrives with their child. The teacher interviews the parents with a translator when needed and makes the determination of whether the student is eligible for testing.
 2. The first time the parent comes to the school to enroll their child, the LAB/BESIS coordinator also gives the parents an individual orientation with the student's guidance counselor. If the parents have time to view the NYCDOE DVD that explains their program choices they do that at this time. If not, parents are given the option of returning by appointment to view this DVD at their convenience or to take the DVD home to view. Parents also receive the NYCDOE brochure explaining their program choices and the LAB/BESIS coordinator with the counselor explain their choices and answer questions the parents may have. Once parents have viewed the DVD and had their questions answered, they complete the program selection form.
 3. If they would like more time to explore their options they complete this form at home and mail it in. If for some reason the parent does not return a program selection form, the LAB/BESIS coordinator follows up by phone until we receive this form. Parents are advised that if they do not complete this form, the default choice is a TBE program. Since we do not have sufficient numbers in any one language group to offer a bilingual program, if parents want their child to transfer to a bilingual program, our guidance counselors help them with this process. In the past few years, parents have selected a freestanding ESL program which aligns with our program model. In a few cases, we have had the parents of SIFE students request transfers to bilingual programs and we have worked with the district to follow the parental choice.
 4. The LAB/BESIS coordinator also follows up within the first 10 days by administering the LAB-R exams to determine entitlement for bilingual services. If the student does not pass this exam and is Spanish speaking one of our 3 Spanish speaking licensed teachers administer the Spanish LAB exam. Those students who do not pass the LAB-R exam are scheduled for free-standing ESL services. The LAB/BESIS coordinator then mails out in a letter of entitlement to the parents which informs the parent of whether on their child's LAB-R score the student is entitled or not entitled to services.
 5. Each year the ESL teacher administers the NYSESLAT to all entitled students to determine continued eligibility. Each year, when we receive the results of the NYSESLAT we send out continued entitlement letters to all parents of student who continue to receive ELL services which gives them an opportunity to change their original program choice.
 6. Of the continuing students, many of whom enter from middle school already entitled, all currently enrolled ELL students show a parental choice of a free-standing ESL program We also send out letters to parents of students who are no longer entitled so that they understand what services their children are receiving. We encourage former ELL students to attend our afterschool Title III program, afterschool tutoring and Regents prep classes. Our guidance department reviews these students' credits and counsels them periodically to monitor their progress and provide additional support.

Part III: ELL Demographics

A. ELL Programs

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

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														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	55	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	9
SIFE	6	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	14

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	29	1	0	12	2	3	14	3	6		55
Total	29	1	0	12	2	3	14	3	6		55

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
Albanian														0
Yiddish														0
Other														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
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:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
Chinese										13	11	7	4	35
Russian														0
Bengali										1		1		2
Urdu													1	1
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												2	2	4
TOTAL	0	23	12	11	9	55								

Part IV: ELL Programmina

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.

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

As we are a small school, with two freestanding ESL classes that are mixed proficiency level and mixed grade level 9-12th grade. Beginners receive additional pull-out services The language of instruction is English and the teachers scaffold instruction for the different proficiency levels. The advanced students are serviced in their content area classes one period per day. attend one of the 2 ESL classes, the intermediate students attend both classes and our one beginning student receives a third period of ESL during her double period

Humanities class which is taught by an instructor licensed in both ESL and ELA. By scheduling our 9th grade ELL students in a double period ELL Humanities class with a teacher who is double certified in ESL and ELA and by using 2 other ESL teachers for the free-standing ESL program we are able to provide 9th grade students with more than the mandated minutes of ESL with a certified ESL teacher.

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

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

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

Their records are reviewed by the guidance department every 2 weeks to monitor their academic achievement and to provide counseling as needed. Progress reports are sent to the parents every two weeks to help communicate their progress in all classes with the parents. These students attend study hall three times a week for 50 minutes and are encouraged to attend our afterschool Title III program. They receive the same instructional program listed above for the students who have received 4-6 years of service. In addition, teachers are aware that these students have strong speaking and listening skills. They use student proficiency in these modalities to create oral and aural learning experiences that lead to reading and writing activities. They also maximize cooperative learning activities.

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

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

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

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

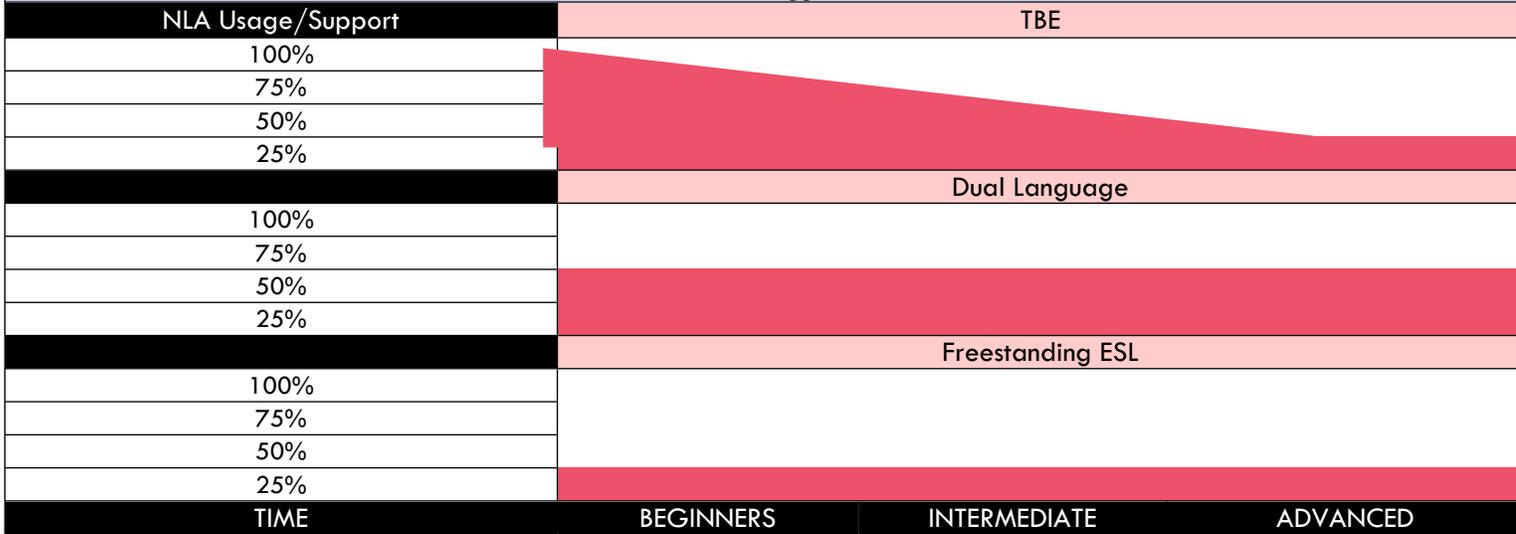
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

5. ESL teacher support is available in all subjects specifically Living Environment, Chemistry, Math, Global History, and English offered in Chinese and Spanish. Achieve 3000 is used in all content areas. Several teachers have been trained in QTEL. When no language support is available by a teacher or language paraprofessional, ELLs students are buddied with a student strong in language skills.

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

7. Due to the positive feedback and positive results, from students teachers and parents, we will expand Achieve 3000 for all subjects.

8. All programs will continue next year.

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

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

11. Although it is not mandated in the CR Part 154 regulations, our ELL students whose native language is Chinese or Spanish also receive a period of instruction in their native language. These classes include native and heritage language learners. All LOTE instructors have state certification. We also offer French and Portuguese as elective languages for further enrichment. UNHS recognizes the importance of language and culture in the development of a school community that includes all students and their families. We are committed to making sure that parents and other stakeholders understand our LAP and the program design of our free-standing ESL program. To do this we have three

parent meetings annually to discuss issues specific to ELLs and the immigrant population, to integrate ELL parents with the GE parents, and to have time for parents to meet with teachers to discuss student progress.

12. Achieve3000 has supported the use of high interest reading materials at all lexile levels. Trips to plays, and integration of ELLs and General Education students in academic classes, dance, physical education, and in extra-curriculas such as the basketball team, robotics team, and in the Grand Street Advantage programs (ping-pong tutoring, dance, step etc) has allowed for simultaneous support and challenge for our ELLs.

13. Before the start of each semester, an invitation goes out to all newly enrolled students for come to UNHS for an orientation, including a school tour, meet and greet your new classmates and teachers and photo opportunities for IDs. This September we had few new ELLs, but we plan to hold a Chinese New Year Celebration to build relationships with parents.

14. If an ELL student's native language is Chinese or Spanish, they are eligible for AP courses in their native language. Courses also include heritage language learners in Chinese and Spanish. Beginner Chinese, Spanish, French and Portuguese are further elective languages offered for enrichment.

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)?

Paste response to questions 1-5 here NA

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

The mandated 7.5 hours of Jose P training is provided by the AP of ESL at workshops during common planning time, through intervisitations to classes taught by ESL teachers, and one-on-one coaching by our AP of ESL.

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

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?

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

Based on surveys given to parents by our CBO Grand Street, we developed weekly parent workshops in ESL and computer technology.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	2	2	0	7
Intermediate(I)										2	5	4	2	13
Advanced (A)										7	0	4	6	17
Total	0	0	0	0	0	0	0	0	0	12	7	10	8	37

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

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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	3		2	
Math <u>a</u>	2		1	
Math <u>b</u>	0			
Biology				
Chemistry	3		1	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment	2	1	1	1
Physics	1			
Global History and Geography	5	6	2	5
US History and Government	3	1	2	1
Foreign Language	6	0	6	0
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our NYSELAT achievement data indicates that we have 9 students (3 freshman, 4 sophomore, 2 Junior) who tested at the beginner level, 13 students that tested at the intermediate level (2 freshmen, 4 sophomores, 6 juniors and 1 senior) and 17 students at the advanced level (6

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

All our ELL students receive state assessments in both the native language and in English, where allowable by the state. So far, only students at the 9th and 10th grade level have chosen to write their answers in their native language on Regents exams, six on the Global History and one on the Living Environment exams. Five of the six students who took the Global in Chinese passed this exam. The one ELL student who took the Living Environment in Chinese passed this exam. In the past many students reached English Language Proficiency by the 11th and 12th grade and took most of their Regents in English.

Twelve of our entitled students have received between 4-6 years of service. As part of our freestanding ESL program, this group receives instruction focused on the development of reading and writing, the language modalities that they struggle with the most. During the instructional day, students receive ESL instruction in all four language modalities but with a particular emphasis on Reading and Writing. This instruction is through theme-based units based on a standards-based basal text supplemented by teacher-created curriculum. This curriculum uses the reading/writing workshop model. In ESL and Humanities classes, students are trained in reading comprehension strategies through the Reading Rewards Program and the Seven Habits of Good Readers. Classroom libraries in ESL and Humanities classes provide opportunities for students to read and write about literature at their appropriate reading levels. In writing workshop classes students learn how to develop their writing in stages using the writing process, particularly revising and editing their work. In other content classes, teachers use ESL methodology to support student learning. In particular, they use scaffolding strategies, provide differentiated assignments and focus on academic language that students need to be successful in their content.

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

Their records are reviewed by the guidance department periodically to monitor their academic achievement and to provide counseling as needed. Progress reports are sent to the parents every two weeks to help communicate their progress in all classes with the parents. These students attend study hall three times a week for 50 minutes and are encouraged to attend our afterschool Title III program. They receive the same instructional program listed above for the students who have received 4-6 years of service. In addition, teachers are aware that these students have strong speaking and listening skills. They use student proficiency in these modalities to create oral and aural learning experiences that lead to reading and writing activities. They also maximize cooperative learning activities.

This is a year of transition for UNHS as our ESL population doubled and our number of newcomers increased by an even greater percentage. We presently have 58 entitled students including 29 newcomers, 12 students with 4-6 years of service and 14 with 7+ years of service. Many of our ELLs have never taken a regents exam or the NYSESLAT.

The data that we gather is analyzed first by the inquiry team, then during c-6 meetings by grade-level teams and curricular teams so it can inform classroom instruction.

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

We use Achieve3000 to assess the reading levels of our students. Analysis of our ELL assessment data at teacher grade level meetings, by ESL teachers and by the LAP team reveals some patterns. Twenty-three of our ELL students have reached Advanced or proficient levels in the Listening and Speaking strands of the NYSESLAT. Twenty-one have reached the intermediate level in Reading and Writing. This pattern of strong development in listening and speaking and students' struggling with reading and writing is true across the grade levels. This has led the ESL teachers to focus on literacy development and infusing in the curriculum of activities designed to scaffold the development of reading and writing. These activities focus on teaching students reading comprehension strategies and use graphic organizers, note taking sheets and other scaffolding strategies for the development of reading and writing. In addition, the ESL and ELL Humanities teachers have developed curricular

activities that allow students to use their listening and speaking skills to develop their reading and writing skills. For example, students have opportunities to discuss topics in cooperative groups that they will focus on in written essays.

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

Part VI: LAP Assurances

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

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

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

state certification who instruct our ELL students. Copies of all licenses are on file at the school.