



*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** UNIVERSITY NEIGHBORHOOD HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 01M448

**PRINCIPAL:** ELIZABETH COLLINS

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**SUPERINTENDENT:** TAMIKA MATHESON

03-05-2012

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
ELIZABETH COLLINS	Principal/ Member	
SERGEI LOPUCHIN	UFT Chapter Leader/ Member	
HEIDI RODRIGUEZ	PTA President/ Parent/ Member	
LUANA GREEN	Parent/ Member	
CARMEN RAMIREZ	Parent/ Member	
MIRIAM CAPO	Parent/ Member	
SHELLY MALDONADO	DC 37 Representative/ Member	
SUMANA AKTHAR	Student Representative/ Member	
AVERY SANES	Student Representative/ Member	
KATHERINE SOVERALL	Faculty/ Member	
JASON DEMARCHI	CBO Representative, Grand Street Settlement	
JOSEPH MCDONALD	NYU partnership	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

To create a school wide system for using assessments that are aligned with the curricula based on the Common Core State Standards and rubrics for students' reflection and self-awareness, which will lead to increased students' college readiness and will be evidenced in an increase in our College Readiness index score on the NYC Progress Report to match the city average score of 21.5 by June 2012.

### **Comprehensive needs assessment**

The graduation rate, although improved tremendously from last year, is below the NYC average. Additionally, promotion from 10<sup>th</sup> to 11<sup>th</sup> 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

Through counseling services at least twice a year; creation of individual action plan with varied intervention services:

- 85% of first time 9<sup>th</sup> grade students will be promoted to 10<sup>th</sup> grade
- 80% of first time 10<sup>th</sup> grade students will be promoted to 11<sup>th</sup> grade
- 80% of first time 11<sup>th</sup> grade students will be promoted to 12<sup>th</sup> grade

(60% of first time 12<sup>th</sup> grade students are currently on track to graduate in June 2012, the remaining 40% of this cohort can possibly graduate through completing credit recovery, independent study, and enrollment in the Regents/RCT prep classes.)

All seniors will apply to at least 6 CUNY colleges by January 1, 2012.

25% of seniors will be enrolled in College Now college level courses at Baruch College.

90% of overage and under-credited students will be referred to appropriate programs such as YABC, alternative H.S., vocational programs, VESID, etc.

Teacher will reconfigure subject curricula and assessment aligns with CCSS to prepare students adequately for success on Regents and beyond.

Students will be engaged in self-reflective practice in all subjects. Students will use rubrics as tools for reflection and self-awareness of their particular strengths and areas for growth.

### **Instructional strategies/activities**

- Create uniform grading policies that will be used in all subjects and grade levels and are aligned with the CCSS.
- Use cumulative assessments that will help students retain the knowledge they learn throughout the year.
- Create and use the item analysis of Regents exams, PSAT, Periodic Assessments, Acuity, NYSESLAT, and Achieve 3000 to align the teacher made assessments with rubrics used on these exams.
- Develop rubrics for all given assessments.
- Create a testing schedule to avoid giving multiple tests during the same day.

- Examine students work during the weekly grade level meetings to track students' academic progress.
- Provide students with opportunities for peer and self assessment during every lesson.
- Evaluate assessment and grading practices at the beginning of each semester to ensure that they lead to higher students' achievement and are fully aligned with the standards.
- Create teacher made projects with rubrics that are aligned with the CCSS.

**Strategies to increase parental involvement**

- Communicate with parents our school academic expectations and their children progress towards graduation during the PTA meetings, conferences with the guidance counselors and teachers and via Snap Grades and ARIS.
- Organize curricula nights for parents and students.
- Provide parents with assistance in understanding state assessments and national standards.
- Provide parents with additional information on students' performance by using Jupiter Grades to support the transparency barrier between home-school links.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- N/A

**Service and program coordination**

- The new school schedule allows teachers to participate in the 2-hours block of professional development weekly.
- CFN will provide resources and coaches to support teachers' learning.

**Budget and resources alignment**

- Title I allocations will be used for providing on-going professional development for teachers to create assessments that are aligned with the curricula based on the Common Core State Standards.
- Title I allocations will be used to hire a Data Coach that will help teachers to visualize students' achievement trends on given assessments and to build academic interventions.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

Develop teachers' capacity working in ICT classes to increase the rate of credit accumulation for both general and special education students. Increase the number of students with IEP's being on track for the Regents and local diploma from 39% to 45% by June 2012.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - After analyzing scores from the Regents and RCT tests, students need to improve Regents scores in Global and US History.
  - Many Special Education students need to recover credits in order to meet the proper grade level track.
  - A range of integrated co-teaching strategies need to be implemented, especially in Social Studies, so that students may benefit fully from the presence of additional second language or special education teachers.
  - Lesson planning and execution needs to better address the different levels of ability of students, to challenge all students appropriately and to engage them for the entire lesson.

### **Instructional strategies/activities**

- Teachers will work in collaborative groups to scaffold and target instruction to meet the needs of special education students throughout the year to increase Exemplary Proficiency gains by the end of the 2011-2012 school year.
- Teachers will differentiate instruction across all content areas to meet the instructional needs of students with IEP's.
- Teachers will administer uniform assessments and periodic assessments to track students' progress.
- Programmers will schedule common planning so that Special Education teachers will have time to meet with subject area teachers.
- The IEP team comprised of special education teachers and guidance counselors will monitor progress of special education students at the weekly Special Education team meetings.
- Support and coaching will be provided to ICT teachers in planning targeted and focused instruction to meet the needs of students with IEP's.
- Professional development on interpreting data will be provided to differentiate classroom instruction for students with special needs.
- Professional development on ICT strategies will be provided to widen the range of strategies utilized in classes with second language and special education teachers.
- RCT prep classes in Global and US History and Science are being offered to students who are eligible, to provide focus on specific aspects of curriculum found only in Regents Competency exams and not necessarily covered in an overall Regents curriculum.
- The Special Education Department and Guidance Department will work collaboratively to meet the academic and transitional needs of each student.

### **Strategies to increase parental involvement**

- Frequent communication with parents through regular distribution of progress reports, meetings with guidance counselors as necessary, and access to daily student progress through teacher reports on Jupiter Grades and assessments on Achieve 3000.
- Training and information sessions for parents to help students succeed in academic areas, with a particular focus on literacy and social studies.
- Provide assistance to parents in understanding different options and services for their children throughout DOE schools.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Provide teachers with professional development which improves and increases teachers' knowledge of the academic subjects the teachers teach; and enable teachers to be highly qualified.
- Engage all staff in professional development which provides staff with the knowledge and skills to provide students with the opportunity to meet challenging Common Core academic content standards and student academic achievement standards.
- Provide professional development to teachers which provide high quality, sustained, intensive and classroom-focused instruction in order to have a positive and lasting impact on classroom instruction and the teachers' performance in the classroom.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- CFN will provide a literacy coach to work with teachers to analyze student work in order to develop rigorous curricula, units of study and assessments aligned to the CCLS.

**Budget and resources alignment**

- TL Fair Student funding and Title I allocations will be used to support after school Professional Development for the ICT teachers.
- TL Fair Student funding will be used to hire F-status AP Guidance to support students with disabilities.
- TL Fair Student funding will be used to hire a Data Coach

### ANNUAL GOAL #3 AND ACTION PLAN

Improve the climate of the school community by fostering the 3 Rs: Reason, Respect, and Responsibility and open communication, which will result in an increase of the overall internal UNHS Learning Environment Survey by 2 points by June 2012.

#### **Comprehensive needs assessment**

- School Learning Environment Survey results from the 2010-11 school year indicate only 43% of teachers feel order and discipline are maintained in the school, that 46% of students do not believe students who earn good grades are respected by other students, and over 40% of students do not feel comfortable talking to an adult about problems they are having both academically and socially. Furthermore, over 50% of students do not feel students treat teachers with respect.
- To improve the climate of the school and the needs of every individual student by assigning small groups of students to a staff member to serve as an advisor for all four years of high school, assuring that every child has a support system within the school. This staff member will know the student better and track their academic progress toward graduation and college/career readiness, and build interventions if needed.
- To increase open communication with parents/guardians to ensure that all parties involved are working together toward the same individual goals for every student.
- To focus on positive reinforcement (PBIS) of school rules and expectations that will lead to minimum disruptions and maximum students that are on track toward graduation.

#### **Instructional strategies/activities**

- UNHS will implement a new advisory program (Leadership) to meet our students' social emotional needs.
- Students will meet with the same advisor through their four years in high school to receive on-going support in the academic and social emotional areas.
- Students will create their long and short term academic and behavioral goals that will be reflected upon and revised every marking period.
- We will form a PBIS (Positive Behavior Intervention Support) committee from our staff and our CBO: Grand Street Settlement. They will develop and implement a positive intervention plan for our students.
- The Advisory Committee and the PBIS Team will create curricula that focus on the 3 Rs: Reason, Respect, and Responsibility.
- The PBIS Team and the Parent Coordinator will open a Student Store to cash in "UNHS points" received by students for improvement in behavior, attendance, etc.
- Teachers and administration will conduct grade level student assemblies to foster a united community and to recognize students throughout the school that have met or exceeded our behavioral and academic expectations.
- Routines, instructional practices, and learning environment will be consistent across classrooms and matched to meet grade level expectations.
- Guidance staff will work to support educators' efforts to identify strategies that address challenging and/or persistent behaviors. Students at risk will be presented for discussion and intervention during our weekly Grade Level Team Meetings.
- The Advisory Team will revise the Parent/Student Handbook that will be distributed to all families at the beginning of the school year.
- In collaboration with SLT, PTA and Grand Street Settlement, our school will establish better communication with parents and guardians via school website, Jupiter-Grades: on-line grading program, the monthly Parent Coordinator newsletter, and variety of monthly workshops.
- Students, teachers, parents and staff will be administered a survey at least 2 times per year to track and guide school improvement.

**Strategies to increase parental involvement**

- With the help of the PTA, parent coordinator, and our CBO, Grand Street Settlement, we will develop opportunities for all school community members to improve and strengthen ties between parents and teachers.
- Improve communication between parents and teachers through the use of Jupiter-Grades to monitor student growth and communicate directly with teachers regarding ways in which they can support their child's academic progress.
- Increase the number of community celebrations (multi-cultural events, talent shows, dinners, award ceremonies, science/math fairs, field trips etc) held that invites students, staff, and families to improve interactions amongst the community.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide teachers with professional development to improve and increase teacher's knowledge of the academic subjects the teachers teach and enable teachers to be highly qualified.
- Engage all staff in professional development which provides staff with knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards.
- Provide professional development to teachers to provide high quality, sustained, intensive, and classroom focused instruction in order to have a positive and lasting impact on classroom instruction and teachers performance in the classroom.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- SINI grand will be used for printing copies of the Parent/Student Handbook.
- TL Fair Student funding and Grand Street Settlement resources will be used to supply the school store.
- TL Fair Student funding will be used to create two part time compensatory dean positions.
- TL Fair Student funding will be used to hire F-status AP Guidance to support students at-risk.
- TL Fair Student funding will be used to purchase Jupiter-Grades and eChalk UNHS website.
- Title I allocations will be used to provide on-going professional development for teachers to support emotional and social growth of our students.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

Meet the NYS Annual Yearly Progress benchmark in the ELA for the 2011–12 school year. By June 2012, 83 percent of the student body that entered in 2009 will have successfully passed the ELA Regents Exam.

### **Comprehensive needs assessment**

- During the 2008-2009, 2009-2010, and 2010-2011 school years we did not make the NYS Annual Yearly Progress benchmarks in English Language Arts as it pertains to pass rates of students on the English Regents Exam, and remain 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.
- Based on the total number of students who passed the 2011 ELA Regents, we were short of AYP within the economically disadvantaged subgroup.
- Based on the 2010-2011 Quality Review ELA subject area courses needed to implement more rigorous activities and assessments to better prepare students for post-high school opportunities.
- Of the total student body (396) 21 percent (84) are classified as English Language Learners speaking Mandarin, Cantonese, Albanian and Bengali.

### **Instructional strategies/activities**

- Use of Danielson's Framework for Teacher Effectiveness to provide regular and ongoing feedback to teachers about effectiveness of instruction.
- Establish a cycle of benchmark assessments, including Acuity, Achieve3000, and teacher-developed classroom assessments to monitor student progress toward proficiency.
- Mandate all students to take ELA Regents until he/she achieves a score of 75 or above to ensure college readiness in ELA.
- Provide professional development to teachers regarding CCLS and in depth reflection of student work to ensure we meet these standards.
- Use Acuity exam results to diagnose student performance and provide appropriate intervention.
- Use Regents item analysis from January and June 2011 and January 2012 to identify trends and modify instruction to help ensure a 75 or higher on the ELA Regents by the end of the 2012 school year.
- Increase the amount of non-fiction reading in both ELA and other core classes by using programs like Achieve 3000 to help students develop literacy and vocabulary skills necessary for college readiness.
- Provide opportunities at grade level meetings for teachers to share and discuss best practices.
- In addition to mandated Global History and ELA, 10<sup>th</sup> grade students will take an interdisciplinary class—Global Literature—that focuses on developing reading and writing in both history and ELA.

- Adapt and implement two units, where instruction and assessment, align with CCLS (specifically, city suggested standards ELA Reading and Writing standard 1).
- Implement College Summit in ELA classes to increase interest and awareness of college opportunities; thereby motivating students to reach for higher academic levels in all grades.

**Strategies to increase parental involvement**

- Guidance meetings scheduled with every 11<sup>th</sup> grade student and parent to measure progress toward graduation and plan accordingly.
- Improve communication through parent's use of Jupiter Grades and Achieve3000 to monitor student growth and communicate directly with teachers regarding ways in which they can support their child's literacy development.
- Organizing curriculum nights to inform parents about the expectations and supports for literacy in the school.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide teachers with professional development, which improves and increases teachers' knowledge of ELA, and further enabling teachers to be highly qualified.
- Engage all staff in professional development which provides staff with the knowledge and skills to provide students with the opportunity to meet challenging CCLS and student academic achievement standards.
- Provide professional development to teachers which provide high quality, sustained, intensive and classroom-focused instruction in order to have a positive and lasting impact on classroom instruction and the teachers' performance in the classroom.

**Service and program coordination**

- CFN will provide literacy coach to work with teachers to analyze student work in order to develop rigorous curricula, units of study and assessments aligned to the CCLS.
- Teaching Artists from the Theatre Development Fund (TDF) will work with teachers to develop stronger literacy skills through the incorporation of arts and theater.
- All students will have access to Achieve3000 to provide individualized and differentiated reading comprehension support with the goal of increasing literacy levels for all student sub groups.
- All students will be part of the College Summit program and will work toward building a portfolio of work to support college readiness.
- Acuity periodic assessments will be used in conjunction with Achieve3000 and teacher developed assessments to monitor and track student progress toward our literacy goal.

**Budget and resources alignment**

- Title I funds are being used to purchase Achieve3000 to provide individualized literacy support for all students in non-fiction reading and writing skills, in accordance with CCLS Reading and Writing standard 1.
- Title III funds are being used for teacher per session for after school ESL instructional program.
- FSF and Title III are used to partially fund additional ESL teacher.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>9</b>	70	70	70	70	80	10		
<b>10</b>	90	90	150	90	100	10	20	20
<b>11</b>	60	60	80	60	80	10	10	20
<b>12</b>	50	50	50	50	50	10	10	30

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	<p>1. Achieve 3000</p> <p>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<sup>th</sup>-12<sup>th</sup> grade students (Level 1 &amp; 2) based on 8<sup>th</sup> grade State ELA exam, past ELA performance, and Achieve3000 diagnostic test.</p>

## 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.

Use of Acuity questioning bank to select and assign questions to specific students based on their present level of performance.

## 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.

Targeted small-group instruction within the class period to ensure practice and mastery of these necessary and important skills.

## 5. Regents Prep Class

One class offered in Fall and Spring Semesters for students who took the ELA Regents exam the previous June, but failed to receive a 65. Curriculum is aligned with NYS and Common Core Standards to provide cohesive instruction in reading, writing, listening, and speaking.

## 6. Progress Reports (Jupiter Grades)

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.)

Student use of technology within the classroom to develop and produce structured and guided response to literature, practice writing, and explore non-fiction texts.

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. Organized classroom libraries by level to promote “just right” book choice.

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. eChalk school website

Use of school website “classes” function to provide course specific information, including assignments, additional practice, resources, and information for students & parents.

	<p>13. Diagnostic Assessments</p> <p>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.</p>
<p><b>Mathematics</b></p>	<p>1. Two periods of math for 9th Graders</p> <p>All 9th 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 100 minutes of instruction per day four times a week.</p> <p>2. Credit Recovery</p> <p>Through the support of Grand Street Settlement our students have structured time to recover credit not earned in previous terms. The credit recovery program is taught by a Mathematics Teacher.</p> <p>3. Personal Finance</p> <p>Personal Finance class is offered to Seniors not enrolled in Calculus.</p> <p>4. RCT Prep Classes</p> <p>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.</p> <p>5. Collaborative Team Teaching</p> <p>Inclusion class for Special Education students. Class reduces the teacher-to-student ration in the classroom during regular school day.</p> <p>6. Differentiating Instruction</p>

	<p>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.</p> <p>7. Jupiter Grades</p> <p>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.</p> <p>8. Technology</p> <p>Helps complement lessons on a regular basis. The use of TI-83+ calculators, overhead transparencies, LCD Projectors , document projectors and Smart boards support understanding for visual and tactile learners.</p> <p>9. Workbooks</p> <p>The supporting workbooks are targeted to prepare students for the Regents exam.</p> <p>10. Literacy and ESL Strategies</p> <p>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. Before and after school content specific support from ESL teachers.</p> <p>11. Math Games Incorporated in Lessons</p> <p>Competitive learning games such as math jeopardy engages student interest by motivating students to succeed.</p>
<p><b>Science</b></p>	<p>1. Regents-based courses</p> <p>Test preparation for the science regents for general education and special education students scheduled to take science regents in 2010-2011.</p>

2. Regents-prep courses

Courses offered in the fall semester for students who took the science regents exam, but failed to receive a 65 or higher.

3. Non-regents courses

Courses offered in the fall and spring semester for students who need additional science credits for graduation.

4. RCT prep courses

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. Collaborative Team Teaching (CTT)

Inclusion class for Special Education students to reduce teacher-to-student ratio in the classroom offered during the day.

6. Academic Intervention Services (AIS)

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. Bi-weekly progress reports

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. Online Grades availability

Parents and students can monitor academic progress via [www.snapgrades.com](http://www.snapgrades.com).

9. Regents-based exams

Use of scantron machine to do item analysis of Regents Exams and summative classroom assessments.

	<p>10. Technology</p> <p>Use of technology in the classroom on a regular basis to help complement and differentiate instruction, such as Web quest projects, Smart board, and virtual labs.</p> <p>11. Peer Tutoring</p> <p>Provides students with extra help from other students every day after school except on Monday's and Fridays.</p> <p>12. Literacy Strategies:</p> <ul style="list-style-type: none"> <li>- Round Robin</li> <li>- REAP</li> <li>- Socratic Seminar</li> <li>- Repeated Readings</li> <li>- Graphic Organizers</li> <li>- High Frequency Words</li> <li>- Experts on Reading Section</li> </ul> <p>Use of a variety of literacy strategies from newspaper and journal articles to textbook</p> <p>13. Portfolio Classes</p> <p>Use of portfolio style assessments to enable students to recover science credits.</p>
<p><b>Social Studies</b></p>	<p>1. Global and US History Regents Prep</p> <p>We focus on document analysis and scaffolding (DBQ), multiple choice strategies, and essay writing within an accelerated curriculum of both Global and US History.</p> <p>2. Global History through Film</p> <p>We emphasize literacy and document analysis and scaffolding (DBQ) as a supplement to the Global History Regents and teach content through historical films.</p>

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 for all students who need help with daily homework assignments and test preparation.

5. Progress Reports

We utilize Jupiter grades to discuss students' academic progress during Leadership classes.

6. Assessments

We utilize assessments aligned with the Regents and Common Core State Standards as well as Achieve 3000 and the Performance Series to assess students' reading levels and track students' mastery of the content. We 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.

- Media literacy: analyzing perspectives
- Document analysis
- Guided reading

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. Additionally, we have word walls for English Language Learners (ELLs).

9. Contextualization

We use timelines and maps to contextualize events in a visual manner to allow for

	greater understanding of cause and effects and sequences.
<p><b>At-risk Services provided by the Guidance Counselor</b></p> <ol style="list-style-type: none"> <li>1. Academic Counseling</li> <li>2. Assemblies &amp; Class Presentations of available programs</li> <li>3. Referrals to Academic Programs</li> <li>4. Peer Mediation</li> <li>5. Crisis Intervention/ Counseling</li> <li>6. Referral to Bellevue and Gouverneur Mental Health Clinic</li> <li>7. Credit Recovery</li> <li>8. Referral to Vocational Programs</li> <li>9. Referral to appropriate alternative placement</li> <li>10. Student/Teacher Conference</li> <li>11. Family Outreach</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual and small group counseling to provide students with transcripts, promotion and graduation requirements, and Diploma Worksheet form; teach them how to read, understand, and audit Diploma Worksheet Form.</li> <li>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, Grand Street Tutorial Program, Inc., etc.</li> <li>3. Match students with enrichment and support programs based on their academic and social needs.</li> <li>4. Facilitate mediation between students to help resolve conflict.</li> <li>5. Counsel students struggling with a variety of social/emotional problems that impact on their academic success.</li> <li>6. Refer students who need more intensive psycho-social emotional support through individual and family therapy at our catchmen off-site mental health clinics.</li> <li>7. Provide students with opportunity to recover credits through attending Credit Recovery, Summer School and through staff advised Independent Study.</li> <li>8. 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.</li> <li>9. Assist students and their families in seeking a more appropriate school placement where student can receive academics in a more appropriate environment.</li> <li>10. Have conference with teachers and students who are 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.</li> <li>11. 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. In addition,</li> </ol>

	<p>students and families will be notified by mail as to the student's academic progress at the end of each marking period.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p> <ol style="list-style-type: none"> <li>1. Helps All Students</li> <li>2. Identifies Problems</li> <li>3. Solves Problems</li> <li>4. Helps Schools and Families</li> <li>5. Consults</li> <li>6. Assesses</li> </ol>	<ol style="list-style-type: none"> <li>1. Including gifted students, underachievers and those with disabilities make the most from their educational experiences.</li> <li>2. In students' emotional health or academic performance and in the way the school system meets students' needs.</li> <li>3. Through direct contact with parents, teachers and students, and recommend special programs or teaching methods.</li> <li>4. Assist in creating classroom and home environments best suited to the needs of the students.</li> <li>5. Talk with parents, teachers and school personnel about how to best help students learn and grow.</li> <li>6. Students are observed in the classroom, interviewed and tested to check: <ul style="list-style-type: none"> <li>- Academic achievement</li> <li>- Learning aptitudes</li> <li>- Social Skills</li> <li>- Self-help skills</li> <li>- Physical and motor development</li> <li>- Personality and emotional development</li> <li>- Vocational interests</li> </ul> </li> </ol>
<p><b>At-risk Services provided by the Social Worker</b></p> <ol style="list-style-type: none"> <li>1. Attendance Outreach</li> <li>2. Short-term Family Counseling</li> </ol>	<ol style="list-style-type: none"> <li>1. Contact parent/guardian of students who are absent or cut classes. 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</li> <li>2. Work directly with a student and/or family to help solve problems. Counseling, behavior management or other approaches may be used.</li> </ol>

<p><b>At-risk Health-related Services</b></p> <ol style="list-style-type: none"> <li>1. Individual Counseling</li> <li>2. Group Counseling</li> <li>3. Family Counseling</li> <li>4. Peer Mediation</li> <li>5. Crisis Counseling</li> <li>6. Assessment</li> <li>7. Credit Recovery</li> <li>8. Referral</li> <li>9. Social/Cultural Activities</li> <li>10. Community Organizations</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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.</li> <li>4. Facilitate mediation between students to help resolve conflict.</li> <li>5. A short-term activity designed for persons in need for immediate assistance. Crisis contacts are limited to three ongoing contacts.</li> <li>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.</li> <li>7. Provide students with opportunity to recover credits through attending Credit Recovery, Summer School and through staff advised Independent Study.</li> <li>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.</li> <li>9. Activities organized by the provider which heighten cultural awareness and pride, including dances, parties and field trips to colleges, theatres and museums. The services in these programs enhance development of self-concept through creative self-expression.</li> <li>10. Activities designed to unify various systems in the community (law enforcement, human service agencies, schools, businesses, parents, and clergy etc.) to coordinate efforts towards delivery of consistent prevention messages and programs.</li> </ol>
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11. Social Skills	11. Time limited with a minimum of twelve sessions provided at an intensity level of at least one time per week with specific focus on social skills training, which is based on social learning theory. It is recommended that structured and researched social skills curricula, that have been shown to produce beneficial results, be utilized in applying this prevention strategy.
12. Professional Consultation	12. The provision of information to teachers and/or professional agency staff (internal or external) for the purpose of facilitating the delivery of comprehensive prevention services to an individual or group. This activity can also refer to providing assistance to schools, agencies, or workplaces regarding the establishment of sound research-based prevention services.
13. Media Campaigns	13. Use of various media formats to deliver prevention messages which complement other prevention activities in the community.
14. Summer Programming	14. Summer activities related towards building stronger social skills, life skills, and learn more about drug/alcohol prevention.

## School Parental Involvement Policy

University Neighborhood High School encourages the participation of parents through an increasingly active parent volunteer program. Other avenue where parental participation is encouraged is by becoming a member of the School Leadership Team and Parent Teacher Association. 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 will be distributed in advisories during the first week of school. At this time, students and their parents will have a clear understanding of the school mission and vision and capture a deep understanding of the expectations that we have for our students.
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 benchmark assessments that take place. 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 (ARIS, Jupiter Grades & eChalk) will be held during the fall term of 2011-2012.
4. The Council of Student Activities will plan to hold annual events for parents/ students: Periodic Appreciation Ceremonies, Parent/Volunteer Week, Senior Parent Luncheon, Family Day Luncheon Raffle, and Annual Breakfast with the Principal, Field Trips, 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. Continuous communication to assist parents in understanding the school curriculum and student achievement through eChalk, Jupiter grades, 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 via phone calls and our school website.
7. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
8. A Parent Involvement Form will be distributed to all students at the beginning of the school year and also available 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 regarding current programs and suggestions for improvement.

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

### **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, 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 2011-2012.

### **School Responsibilities**

1. Provide a rigorous curriculum that is aligned with the Common Core Content Standards and is free from instructional barriers. It is our responsibility to support an 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 rigorous 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 three times per week. Students with high academic standing will be offered the opportunity to take college courses at CUNY Baruch College, BMCC, and Devry University after school.

2. Provide parents with quarterly reports on their child's progress. Specifically, we shall furnish the following types of reports:

- a. The school will provide parents with a Jupiter password to the on-line grading book 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 struggling 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. Our school will respond to any such suggestions as soon as is practicably possible.
9. A Senior Letter Contract will be disseminated during the October 6th PTA conference on October 6<sup>th</sup> 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 weekly professional development and instructional assessment tools to promote the continued educational advancement of all instructional staff.
12. Disseminate School Safety information with designation of meeting and locations in case of an emergency.

### **Parent Responsibilities**

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

1. Monitoring attendance.
2. Making sure that instructional assignments are completed in a timely fashion.

3. Monitoring the amount and type of recreation that your child engages in order to create a balanced academic work schedule.
4. Attending or chaperoning field trips in the 9th through 12th grades designed to introduce students to post-secondary institutions.
5. Participating, as appropriate, in decisions relating to my child's education.
6. Promoting positive use of my child's extracurricular time; ensuring adequate study time, encouraging participation in after school events.
7. 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.
8. Communicating with 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.
9. Notifying the school regarding any pertinent changes in my child's well being that may affect my child's performance in school.
10. Notifying the school about change of guardianship and contact updates: address, phone number
11. Becoming involved in developing, implementing, evaluating, and revising the school-parent involvement policy and compact.
12. 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 steadily improve our academic achievement and achieve the State's highest standards for success. Specifically, we will:

1. Be in school every day and on time.
2. Do my homework every day and ask for help from teachers, parents or peers when necessary.
3. Read at least 30 minutes every day outside of school time.
4. Give our parents all notices and information received by me from my school.
5. Engage in extra-curricular activities, such as clubs, sports, or student government.
6. Promote a positive tone within the school building through my words and actions.

7. Not engage in physically destructive acts such as graffiti writing or destroying school property.
8. 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.
9. Follow school rules and DOE discipline codes.
10. Promote a safe and effective learning environment for all students.
11. Participate in afterschool peer tutoring /mediation program.
12. Respect all members of the UNHS community, including fellow students, teachers, staff, parents, etc.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_01M448\_\_\_\_\_ **School Name:** \_University Neighborhood High School\_\_\_\_\_

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

#### **English Language Arts**

Prior to the arrival of the current principal, students were programmed for double period humanities classes combining English Language Arts and Social Studies instruction. These double period classes were taught by either a licensed English teacher or a licensed Social Studies. As a result, many students were receiving English Language Arts instruction from teachers who were certified in Social Studies but not certified and trained to teach English Language Arts. Therefore, students were not receiving English Language Arts instruction that was strongly aligned to New York State Standards. As a result, the Regents exam pass rates were low and we have not made AYP in English.

#### **Graduation**

During the second semester of 2009-10 after the change of leadership of the school it was noticed that many seniors were not eligible for graduation because of a lack of required course credits. While many students had the necessary number of credits, the credits they had received were from elective courses, not required classes. At the same time, the dropout rate was very high and many of the students in the L cohort were already discharged with the code 39.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

#### **English Language Arts**

Beginning last school year the Humanities blocks were broken into content-specific classes in ELA and Social Studies. Teachers have been programmed to ensure all courses are taught by qualified and properly certified teachers, and we are currently in the process of developing curricula that is closely aligned with the Common Core State Standards. Our focus for this year is to align our curriculum maps with the Common Core Standards and frequently observing teachers to ensure high quality instruction is taking place in all classes.

#### **Graduation**

We have focused on working with our guidance counselors to ensure all students are programmed correctly and that students are not programmed for elective classes until they have fulfilled the required courses for graduation. To help students monitor their own progress toward graduation we have created daily advisory classes for all students at each grade level. These advisory classes provide students with the opportunity to meet in small groups with a teacher who will work with them over the course of four years. We will also continue our adopt a senior program that matches 12<sup>th</sup> grade students with adult mentors who help students maintain focus and ensure they stay on track for graduation by completing all required courses and taking credit recovery if needed.

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## Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Part of the Title I funds will be allocated for professional development. ELA teachers will be provided with per session funds to participate in six hours of professional development that will help them better understand the new Common Core Standards and make adjustments to the existing curriculum to better reflect the new standards. Once the curriculum is aligned to the standards, ELA teachers will participate in a series of lesson studies to examine how the new standards are being put into practice. Teachers will also receive support in developing assessments that correlate with the new curricula, including the development of new rubrics for different assignments that demonstrate students' college readiness.

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

All new teachers have been assigned a mentor who works with them on a regular basis to provide feedback and constructive criticism on classroom practice. In addition, all teachers in the school participate in a cycle of inter-visitations where they have the opportunity to observe one another and spend time providing feedback regarding instructional practices. This year our school schedule has been modified to allow for weekly two hour long professional development meetings. Teachers meet in grade level meetings and departmental meetings on a bi-weekly basis.

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 current school accountability standing will be discussed at the School Leadership Team meeting and the notification will be disseminated at both the PTA meeting and via mail. The letter to the parents will be translated into their language to ensure they understand the school's status and their options. Parents will be welcomed to meet with the parent coordinator and the administration to discuss their concerns about the school's response plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Marina Cofield</b>	District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>448</b>
School Name <b>University Neighborhood HS</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Elizabeth Collins</b>	Assistant Principal <b>Patricia Catania</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Sarah Burgos</b>	Guidance Counselor <b>Cynthia Bennett</b>
Teacher/Subject Area <b>Linda Wang/ESL coordinator</b>	Parent <b>Haydee Maldonado</b>
Teacher/Subject Area <b>Emily Blatt/Science</b>	Parent Coordinator <b>Lisa Ranson</b>
Related Service Provider <b>Katie Silbereis/English/SpEd</b>	Other <b>Morgan Doria/Speech teacher</b>
Network Leader <b>Marina Cofield</b>	Other <b>type here</b>

### C. 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	<b>5</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>4</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>401</b>	Total Number of ELLs	<b>87</b>	ELLs as share of total student population (%)	<b>21.70%</b>
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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 enroll students new to the NYC school system the Home Language Survey is administered to parents by one of our licensed ESL teachers Linda Wang or Sarah Burgos who are our LAB/BESIS coordinators in the Chinese and Spanish respectively. This is done the first day the parent arrives with his/her child. The teacher interviews the parents with a translator when needed and makes the determination of whether the student is eligible for testing. We review the latest NYSESLAT scores as soon as they come out in the summer to ensure we are properly programming students for the required number of ESL minutes. In September all ESL teachers review the RNMR report to see what modalities need to be stressed and where the strengths of the students lie. The Spanish Lab is administered by Sarah Burgos or Jessica Lopez within 10 days of the student's entrance into UNHS.

2. The first time the parent comes to the school to enroll their child, the LAB/BESIS coordinator, Linda Wang, gives the parents the HLIS, and an individual orientation with the student's guidance counselor and/or the parent coordinator. 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 it. Parents also receive the NYCDOE brochure explaining their program choices and the ESL coordinator with the counselor explain their choices and answers questions the parents may have. Once parents have viewed the DVD and had their questions answered, they complete the program selection form. In most cases this is done on the first day the student enrolls in school. The LabR is administered and scored by Linda Wang or Sarah Burgos both ESL licensed. Results entered into ats that day or the next day. It is always completed 10 within days of the student's first entry into NYCDOE schools.

3. UNHS ensures that entitlement letters and Parent Survey are given to the parent when they enroll their child in school. Usually we collect the Parent Survey at the time of enrollment. If they would like more time to explore their options they complete this form at home and mail it in or send it back with the student. If for some reason the parent does not return a program selection form, the ESL 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 only have sufficient numbers for a 9th grade bilingual program, and all parents have already chosen an ESL program, we only offer ESL programs. In other grades that we do not have sufficient numbers to offer a TBE if parents want their child to enroll in a bilingual program, our guidance counselors help them with the transfer process.

4. The LAB/BESIS coordinator, Linda Wang 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 2 Spanish speaking licensed teachers administer the Spanish LAB exam. Those students who do not pass the LAB-R exam are offered free standing ESL or TBE. If ESL is chosen, the student is programmed for free-standing ESL services. The LAB/BESIS coordinator then hands to the parent or mails out a letter of entitlement to the parents which informs the parent of whether their child's LAB-R score entitles the student to services.

5. After reviewing the parent surveys and program selection forms for 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 our guidance counselors have worked with the borough placement office to follow the parent's choice.

6. Our parents choose Free-standing ESL and that is what we offer at UNHS. Of the continuing students, most of whom enter from middle school already entitled, were all currently enrolled in ELL programs. 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, after-school tutoring and Regents prep classes. **This school serves the following grades (includes ELLs and EPs)** these students' credits and counsels them periodically to monitor their progress and provide additional support. **Check all that apply** We enroll students new to the NYC school system the Home Language Survey is administered to students by our LAB/BESIS coordinators in the Chinese and Spanish respectively. This is done the first day the parent arrives with his/her child. The teacher interviews the parents with a translator when needed and makes the determination of whether the student is eligible for testing. We review the latest NYSESLAT scores as soon as they come out in the summer to ensure we are properly programming students for the required number of ESL minutes. In September all ESL teachers review the RNMR report to see what modalities need to be stressed and where the strengths of the students lie.

2. The first time the parent comes to the school to enroll their child, the LAB/BESIS coordinator, Linda Wang, ESL licensed teacher, also gives the parents an individual orientation explaining the THE TBE, Dual language and ESL program with the student's guidance counselor and/or the parent coordinator, Lisa Ranson. 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 it. Parents also receive the NYCDOE brochure explaining their program choices and the ESL coordinator with the counselor explain their choices and answers questions the parents may have. Once parents have viewed the DVD and had their questions answered, they complete the program selection form. In most cases this is done on the first day the student enrolls in school. And it is entered into ats that day or the next day. It is always completed within days of the student's first entry into NYCDOE schools.

3. UNHS ensures that entitlement letters and Parent Survey are given to the parent when they enroll their child in school, by Linda Wang ESL coordinator. Usually we collect the Parent Survey at the time of enrollment. If they would like more time to explore their options they complete this form at home and mail it in or send it back with the student. If for some reason the parent does not return a program selection form, the ESL 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 only have sufficient numbers for a 9th grade bilingual program, and most parents have already chosen an ESL program, we only offer ESL programs. In other grades that we do not have sufficient numbers to offer a TBE if parents want their child to enroll in a bilingual program, our guidance counselors help them with the transfer process.

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 2 Spanish speaking licensed teachers administer the Spanish LAB exam. Those students who do not pass the LAB-R exam are offered free standing ESL or TBE. If ESL is chosen, the student is programmed for free-standing ESL services. The LAB/BESIS coordinator then hands to the parent or mails out a letter of entitlement to the parents which informs the parent of whether their child's LAB-R score entitles the student to services.

5. After reviewing the parent surveys and program selection forms for 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 our guidance counselors have worked with the borough placement office to follow the parent's choice.

6. Our parents choose Free-standing ESL and that is what we offer at UNHS. Of the continuing students, most of whom enter from middle school already entitled, were all currently enrolled in ELL programs. 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, after-school 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  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>										48	21	10	11	90
<b>Total</b>	0	0	0	0	0	0	0	0	0	48	21	10	11	90

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	10
SIFE	18	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	8

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	68	12	2	11	4	5	8	2	2	87

ELLs by Subgroups										
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	Total
Total	68	12	2	11	4	5	8	2	2	87
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

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

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	5	0	1	10
Chinese										41	14	10	4	69
Russian														0
Bengali											1	1	1	3
Urdu														0
Arabic														0
Haitian														0
French												1	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													3	3
<b>TOTAL</b>	<b>0</b>	<b>45</b>	<b>20</b>	<b>12</b>	<b>10</b>	<b>87</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered through a push-in Co-Teaching model and a self-contained pull-out class. These students receive free standing ESL as an elective. the 9th and 10th grade beginner and intermediate ELLs move together in a block. The advanced students in all grades, and all 11th and 12th graders are programmed individually to meet their specific ESL, and credit needs for graduation.

2. The programmers together with the AP of ESL meet to discuss the needs of each individual ELL student at UNHS. Students' transcripts and NYSESLAT scores are used to determine the classes the students need, and they are programmed accordingly. ELL student records and grades are reviewed by the guidance counselor and ESL teachers every 6 weeks to monitor their academic achievement and to provide counseling as needed. Jupiter Grade reports are always available to students and parents to help communicate progress in all classes. Most of the advanced students are serviced in their content area classes via a co-teaching model for one period per day. Some advanced students have one heterogeneous mixed grade free standing ESL class as it better suits their needs. Intermediates are serviced in one content area class per day for one via a co-teaching model period and attend one heterogeneous mixed grade free standing ESL class, taught by a licensed ESL teacher. Beginners are serviced in one content area class and are taught ESL two additional periods per day, by a licensed ESL teacher. One homogeneous and one heterogeneous mixed grade class all taught by licensed ESL teachers. All Spanish and Chinese Students receive NLA one period per day. The language of instruction is both Native Language and English. The teachers scaffold instruction for the different proficiency levels. As a small school with only a freestanding ESL program the language of instruction in all classes in English. Native language supports are added to word walls, translated on texts and verbally discussed with the assistance of a language paraprofessionals and bilingual teachers.

3. All classes are taught in English. All lessons are differentiated for ELLs. All teachers have been trained in ESL strategies and are encouraged to use Achieve3000 to have appropriate leveled texts to use in their classrooms. All classrooms have smart boards so the content is written, projected and spoken. Analysis of our ELL assessment data occurs at grade level meetings, by ESL teachers and by the LAP team to discover and synthesize patterns. 15 of our ELL students have reached the proficient level in the Listening and Speaking strands of the NYSESLAT, but none are proficient in reading and writing. 18 were advanced in listening and speaking, compared to 14 in reading and writing, 6 students still in our school were proficient on the NYSESLAT in 2011.

There is pattern of stronger development in listening and speaking and students' struggling with reading and writing is true across all grade levels and proficiency levels. This has led the ESL teachers to focus on literacy development and infusing the curriculum with activities designed to scaffold the development of reading and writing. These activities focus on teaching students reading comprehension strategies through the use of graphic organizers, note taking sheets and other scaffolding strategies for the development of reading and writing. In



## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

8. Targeted instructional interventions in 9th grade which has 45 ELLs, 24 of which are beginners includes a double period of ESL for all beginner students, plus one co-taught class. Additionally math is taught by a bilingual Chinese math certified teacher. This allows her to assess student knowledge in their native language and proceed accordingly. A bilingual Chinese language paraprofessional supports the 9th grade living environment class to assess understanding and confers with the teacher regularly. ELL students ask for help clarifying concepts and with HW difficulties. The Science 9th grade Teacher is bilingual Spanish. The bilingual paraprofessional translates tests when needed and translates the word wall. Students are serviced with a co-teaching model ESL licensed and social studies licensed teacher for Global History. The beginners also have an additional pullout ESL class.

Tenth graders and Eleventh graders receive ESL services as a co-taught ELA/ESL class. Beginners and intermediate ELLs also receive pullout ESL services. A language Paraprofessional is in all subject classes on a weekly basis to convey misconceptions and misunderstandings to the teacher, who addresses misconceptions through ESL strategies or translations. Twelfth graders receive ESL services in a co-taught social studies class, with a licensed ESL and social studies teacher. Beginners and intermediates receive additional ESL services in a self contained mixed grade model. Additionally, we hired a Chinese bilingual science certified teacher to teach our 10th beginner and intermediate Chinese ELLs science. His class is taught in science, but he is able to check for understanding in whichever language the student can better explain the concept. He can clear up misconceptions by explaining in Chinese when necessary. Again there is an emphasis on the use of technology and visual aids in his classroom.

Since we do not have a formal bilingual program currently, native language is used in mixed native and foreign language classes to develop literacy. In addition, the native language is used in content area classes, when needed, to clarify content area topics. This clarification happens orally through use of one bilingual paraprofessional, bilingual teachers, 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.

9. Students who passed the NYSESLAT in the last 2 years are monitored to assess their success through guidance academic reviews every 6 weeks. Those that are having difficulty are encouraged to attend tutoring during AIS, and the afterschool Title III program. If needed, we continue to support them in an ESL class for one year after passing the NYSESLAT. They can opt-into and elective ESL class as well if programming allows.

10. New programs: We have expanded our Achieve 3000 membership to include the science section in addition to the current events, social and literature themes we used in the past. Achieve3000 let's all teachers see the current reading level of all ELLs and plan differentiated lessons accordingly. Combining technology and reading comprehension have proven successful in research and our findings agree. We saw student progress based on the Achieve 3000 benchmark tests. Students and teachers liked how easily lessons could be differentiated and students enjoyed the computer time. Teachers are also integrating Smart Board technologies and PowerPoint presentations into classroom. These technologies have improved class participation in writing in class on the board, and in students preparing their own presentations that combine graphics and words. Teacher PowerPoint's have the added benefit of having what teacher is saying also written on the board in the PowerPoint presentation. The combined verbal and visual language increases ELLs student engagement and understanding.

11. We have discontinued classlink because the achievement of students was more difficult to assess. Although there were projects available at different abilities, they were not always comparable to one another and not easily adapted to the needs of ELLs.

12. ELLs are eligible for all classes. ELL students receive an instructional program with the same emphasis on academic rigor as the

## B. Programming and Scheduling Information--Continued

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## B. Programming and Scheduling Information--Continued

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

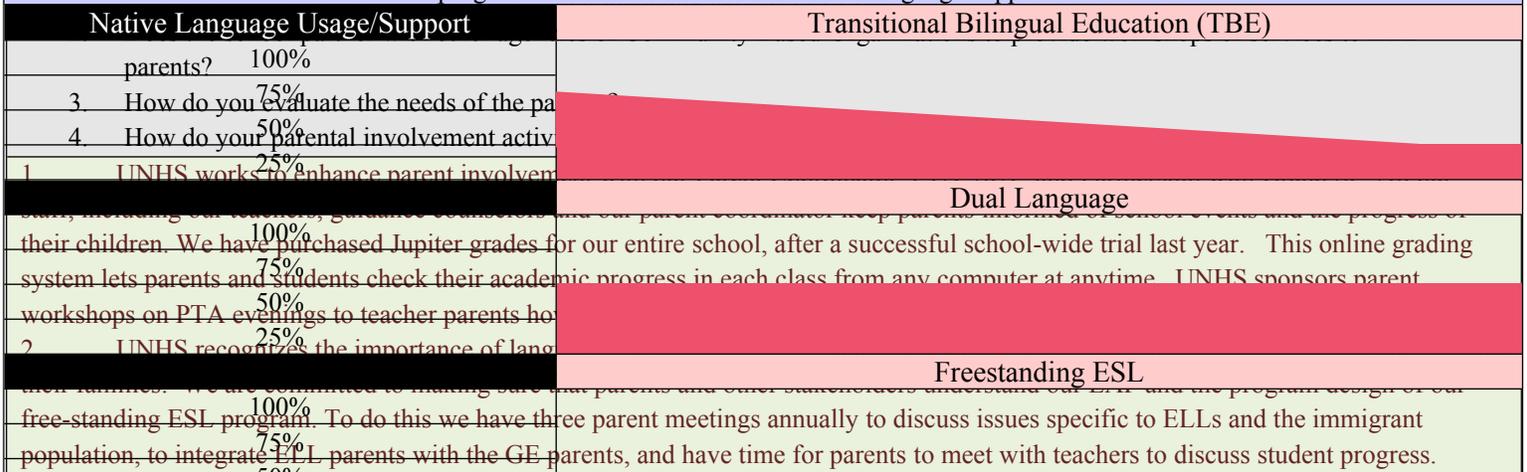
	Beginning	Intermediate	Advanced
<b>C. Schools with Dual Language Programs</b>			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated 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			

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

<b>D. Professional Development and Support for School Staff</b>			
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.		
1.	<p>Professional development for all staff is done through workshops during teacher common time and on professional development days by our AP of ESL, Executive Leadership Institute, Network, and Achieve3000. ESL teachers, ESL coordinator are sent to outside PDs offered by the DOE, NYU ELL Think Tank, Bank Street, and others to turnkey the training to staff during our department, grade, or whole staff meeting depending on the topic. School psychologist, guidance counselors, paras, speech teachers, OT, PT, and school secretaries and all other school staff are required to attend these trainings.</p>		
2.	<p>All staff is invited to the student summer orientations. Grand St, our guidance counselor and ESL teachers (Lopez and Wang) developed this orientation. These orientations are translated into Spanish and Chinese. Students and parents are able to meet students' teachers, learn about HS expectations, meet and learn about our partnerships with Grand St, NYU, College Summit, theater development fund. They learn about activities occurring before school, during school and after school. Other opportunities for students and parents are advertised and discussed. There is an extensive question and answer period to alleviate parent and student anxieties about starting high school. Staff is trained in cultural sensitivity by our trained guidance staff. We have an orientation during the September PD days into Leadership for teachers which supports teachers in supporting students during advisory periods. Topics include self advocacy, bias behavior and what to do about it, cultural training and greeting in many languages to have students and parents feel welcome.</p>		
3.	<p>Professional Development provided during our weekly meetings includes the mandated 7.5 hours of Jose P training provided by Achieve3000, our ESL Teachers and AP, Network 101 ESL support person Courtney Dowd. Teachers also learn through inter-visitations to classes taught by ESL teachers, or co-teaching ESL/Literacy teachers. These are mandated once a month during teachers circular 6 periods and debriefed during department meetings. An emphasis on transferring skills from the Native Language into English is stressed. The use of cognates, roots, prefixes/suffixes is developed in all content areas. During the first PD day of September with teachers, the AP of ESL distributes the RNMR and discusses the needs of the students based on the proficiency levels in listening /speaking and reading/writing. ESL teachers review ESL strategies to help teachers support ELLs from the first day of school.</p>		

**Native Language Usage and Supports**

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



## 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?

1. UNHS works to enhance parent involvement with our Parent Coordinator, PTA, SLT, and Partnership with Grand St. All our staff, including our teachers, guidance counselors and our parent coordinator keep parents informed of school events and the progress of their children. We have purchased Jupiter grades for our entire school, after a successful school-wide trial last year. This online grading system lets parents and students check their academic progress in each class from any computer at anytime. UNHS sponsors parent workshops on PTA evenings to teacher parents how to use Jupiter grades and ARIS as well as other issues important to parents.
2. 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 have time for parents to meet with teachers to discuss student progress. We have an International Night and Chinese New Year Festival and a Talent Show annually. Workshops inform parents on issues of adolescent development, the college application process, online blended classes, Jupiter grade training, and ARIS training, teen depression, and 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.
3. We have a partnership with Grand Street Settlement and NYU which has allowed us to hire a bilingual Chinese-American College advisor to support the ELL students post secondary goals and non-ELL students or former ELLs with parents who only speak Chinese. Our PTA president is Spanish Bilingual which has helped us outreach more parents.
4. Parent surveys are sent out by the PTA in the spring and fall to determine the needs of the parents. These surveys are discussed at the PTA and SLT meetings, and action plans developed to support parents of ELLs. Parent workshops include learning about our always available online grading system, Jupiter grades, so parents can see their child's daily achievement and support him/her with day to day skill acquisition and monitor progress throughout the semester. ARIS training helps parents understand the progress towards graduation and year end regents grades. Two parent socials are arranged to help our immigrant parents assimilate into the community. We offered weekly ESL and Computer classes for parents and community members. 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. Grand Street is open at UNHS from 7:30am to 6:00 pm daily.

## B. Programming and Scheduling Information--Continued

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

8. Targeted instructional interventions in 9th grade which has 45 ELLs, 24 of which are beginners includes a double period of ESL for all beginner students, plus one co-taught class. additionally math is taught by a bilingual Chinese math certified teacher. This allows her to assess student knowledge in their native language and proceed accordingly. A bilingual Chinese language paraprofessional supports the 9th grade living environment class to assess understanding and confers with the teacher regularly. ELL students ask for help clarifying concepts and with HW difficulties. The Science 9th grade Teacher is bilingual Spanish. The bilingual paraprofessional translates tests when needed and translates the word wall. Students are serviced with a co-teaching model ESL licensed and social studies licensed teacher

## B. Programming and Scheduling Information--Continued

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Tenth graders and Eleventh graders receive ESL services as a co-taught ELA/ESL class. Beginners and intermediate ELLs also receive pullout ESL services. A language Paraprofessional is in all subject classes on a weekly basis to convey misconceptions and misunderstandings to the teacher, who addresses misconceptions through ESL strategies or translations. Twelfth graders receive ESL services in a co-taught social studies class, with a licensed ESL and social studies teacher. Beginners and intermediates receive additional ESL services in a self contained mixed grade model. Additionally, we hired a Chinese bilingual science certified teacher to teach our 10th beginner and intermediate Chinese ELLs science. His class is taught in science, but he is able to check for understanding in whichever language the student can better explain the concept. He can clear up misconceptions by explaining in Chinese when necessary. Again there is an emphasis on the use of technology and visual aids in his classroom.

Since we do not have a formal bilingual program currently, native language is used in mixed native and foreign language classes to develop literacy. In addition, the native language is used in content area classes, when needed, to clarify content area topics. This clarification happens orally through use of one bilingual paraprofessional, bilingual teachers, 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.

9. Students who passed the NYSESLAT in the last 2 years are monitored to assess their success through guidance academic reviews every 6 weeks. Those that are having difficulty are encouraged to attend tutoring during AIS, and the afterschool Title III program. If needed, we continue to support them in an ESL class for one year after passing the NYSESLAT. They can opt-into and elective ESL class as well if programming allows.

10. New programs: We have expanded our Achieve 3000 membership to include the science section in addition to the current events, social and literature themes we used in the past. Achieve3000 let's all teachers see the current reading level of all ELLs and plan differentiated lessons accordingly. Combining technology and reading comprehension have proven successful in research and our findings agree. We saw student progress based on the Achieve 3000 benchmark tests. Students and teachers liked how easily lessons could be differentiated and students enjoyed the computer time. Teachers are also integrating Smart Board technologies and PowerPoint presentations into classroom. These technologies have improved class participation in writing in class on the board, and in students preparing their own presentations that combine graphics and words. Teacher PowerPoint's have the added benefit of having what teacher is saying also written on the board in the PowerPoint presentation. The combined verbal and visual language increases ELLs student engagement and understanding.

11. We have discontinued classlink because the achievement of students was more difficult to assess. Although there were projects available at different abilities, they were not always comparable to one another and not easily adapted to the needs of ELLs.

12. ELLs are eligible for all classes. 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 Self-contained ESL classes for beginners (and some intermediates). They produce complex writing and presentations that reflect comprehension of academic

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## Additional Information

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

## 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

## 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.

1. Professional development for all staff is done through workshops during teacher common time and on professional development days by our AP of ESL, Executive Leadership Institute, Network, and Achieve3000. ESL teachers, ESL coordinator are sent to outside PDs offered by the DOE, NYU ELL Think Tank, Bank Street, and others to turnkey the training to staff during our department, grade, or whole staff meeting depending on the topic. School psychologist, guidance counselors, paras, speech teachers, OT, PT, and school secretaries and all other school staff are required to attend these trainings.

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## 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?
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## 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)										29	9	3	1	42
Intermediate(I)										14	6	6	5	31
Advanced (A)										2	6	1	5	14
Total	0	0	0	0	0	0	0	0	0	45	21	10	11	87

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>										10	7	4	1
	<b>I</b>										19	6	2	1
	<b>A</b>										8	3	2	5
	<b>P</b>										4	4	2	4
READING/ WRITING	<b>B</b>										17	9	4	0
	<b>I</b>										22	6	5	6
	<b>A</b>										2	6	1	5
	<b>P</b>										0	0	0	0

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9	0	4	0
Integrated Algebra	44	44	33	33
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	40	40	21	21
Physics				
Global History and Geography	24	24	14	14
US History and Government	7	7	5	5
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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 as 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.

1. All UNHS students have been tested using Achieve 3000 to determine current reading levels. Interestingly, once beginners are

## Additional Information

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

## Part VI: LAP Assurances

<b>School Name: University Neighborhood HS</b>		<b>School DBN: 01M448</b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Elizabeth Collins	Principal		
Patricia Catania	Assistant Principal		
Lisa Ranson	Parent Coordinator		
Sarah burgos	ESL Teacher		
Haydee	Parent		
Emily Blatt/Science	Teacher/Subject Area		
Jean Wright/math	Teacher/Subject Area		
	Coach		
	Coach		
Cynthia Bennett	Guidance Counselor		
Marina Cofield	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 01M448      **School Name:** University Neighborhood HS

**Cluster:** 1      **Network:** 101

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

**Part A: Needs Assessment Findings**

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

Data from home language surveys indicate approximately 100 families use Chinese as their first language and approximately 45 families use Spanish as their first language. In addition, we have 2 French, 1 Bengali, 1 Twi. All written correspondence is translated into Chinese and Spanish by UNHS staff. Our other languages are spoken by students who are fluent in English and translate for their parents.

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.

Our major translation needs are Spanish and Chinese. We review the translation needs of the students and families from the RLER and RNMR and share this at our first SLT meeting. We have 2 teachers who are fluent in French, and our Twi student who is fluent in English has a step mother with a first language of English.

## Part B: Strategies and Activities

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

All written correspondences are translated into both Spanish and Chinese by staff members. Up to three days prior to distribution, documents are submitted for translation to ensure timely distribution to the entire school community.

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 translation services for Chinese, Spanish, and French speakers are provided by staff members on an as needed basis. Parents are also provided with the phone number of translation services provided.

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>.

In accordance with Section VII of Chencellor's Regulation A-663, all parents are provided with a copy of the parent's Bill of Rights including information regarding their rights to access to translation services. Furthermore, information regarding rights to translation services and availability of services in the school are posted and made available to parents.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: University Neighborhood HS	DBN: 01M448
Cluster Leader: Corinne Rello-Anselmo	Network Leader: Marina Cofield
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

We intend to use Title III grant funds to support an after-school program for our largest group of ELLs who are beginners and intermediates mostly in the 9th and 10th grade. During this time we will immerse students in activities to support English Language Acquisition and incorporate cultural awareness. 45 students have been identified to participate in this program. Two ESL licensed teachers will teach the after school ESL class. Students will meet Tuesdays, Thursdays and Fridays from 3:15-4:15, during the months of October 2011 to June 2012. This instructional program will focus on acquiring vocabulary, improving fluency in conversational English, improving writing skills, expanding upon cultural awareness, and providing content-area support. In addition, the program will include NYSESLAT preparation. These language acquisition skills will be developed through activities designed to celebrate cultural differences and role plays created to increase respect and tolerance for students of all backgrounds. This program will also include student projects on different aspects of their culture and opportunities for parents to participate in these cultural celebrations.

One licensed ESL teacher will teach 10 Saturdays that will include reading, writing listening and speaking. Students will plan a trip and blog about their experiences.

25 students who are mainly newcomers to the country will be invited to this Saturday program. Based on NYSESLAT scores, Achieve3000 scores, report card grades, schoolwide benchmark exams, classroom assessments including tests and conferences, and a student survey given in ESL class, students need a solid block of time to increase language development.

Students will research historical area, neighborhoods and historical landmarks of NYC that they would like to explore. They research the area of interest using the internet, books, and subway maps. Each group will then map out their trip to and from using the MTA subway and bus map. On our trip students will document and reflect in their journal what they see, feel, hear and taste. Students will also document using photos and sketches. On our return to school students will write about their experience which will then be uploaded on a UNHS Blog and UNHS newspaper.

Instructional materials that will be used for the direct instruction supplemental programs described above will include: Access for Newcomers teacher kits and student workbooks, Noteworthy, Acheive3000, and Empire State NYSESLAT workbooks.

## Part C: Professional Development

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Our two ESL teachers will participate in a series of 3 ESL workshops facilitated by Fay Pallen, in October, November and December. This workshop will focus on amplifying not simplifying vocabulary and the deconstruction/reconstruction of complex sentences. Training will be provided by the Bridges for Learning Network. These teachers will then turnkey this training to our staff during two departmental meetings in March.

One ESL teacher and 3 science ESL co-teachers will participate in a science lesson study that will focus on building technical vocabulary and developing comprehension of the written language in the content area. QTEL (Quality Teaching for English Learners) techniques and second and third tier vocabulary word studies will be applied to non-fiction texts. Title III funds will be used to compensate teachers for after-school preparations. The lesson study team will meet weekly for 1.5 hours for 6 weeks January to March. The lesson study will be led by the AP who is experienced in the lesson study process.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In conjunction with the PTA, our CBO, Grand Street Settlement and student council we are organizing activities for students and parents to address cultural awareness, especially for recent immigrants. These events include our Thanksgiving Unity lunch, an International Day in November, and a Chinese New Year event in January. Parents are notified about all school events in their native language via flyers backpacked home, automated phone calls, follow-up phone calls, and the UNHS website which is translated into all our students home languages.

For the hour immediately preceding parent teacher conferences, 4:30-5:30 October 28 and March 15, 2 bilingual(Spanish and Chinese) ESL teachers will conduct a workshop to inform parents of the requirements for graduation, requirements for passing classes, and preparation for college, and other opportunities in the school community for students and parents. Opportunities at other CBOs in the area such as Educational Alliance (counseling), Grand Street (Single Stop for finances), Opportunities at the Library, St. John's Saturday Program and other opportunities will be available as well. Sessions will also train parents to use Jupiter grades, our online grading system, and FAFSA and Cnav for college

**Part D: Parental Engagement Activities**

prep. Prior to the Parent Teacher Conferences we will have an orientation for parents of ELL students translated into their native language to explain the curricula, graduation requirements, promotional criteria, and college preparation. Title III funds will be used for per session for 2 teachers to prepare and conduct the parent workshops.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		