



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:**

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

PRINCIPAL:

EMAIL:

SUPERINTENDENT:

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Elizabeth Collins	*Principal or Designee	
Katherine Soverall	*UFT Chapter Leader or Designee	
Haydee Rodriguez	*PA/PTA President or Designated Co-President	
Shelly Maldonado	DC 37 Representative, if applicable	
Christina Castellanos Luis Martinez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Tyson Grant	CBO Representative, if applicable	
Mr. King	Parent	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR recommendation p.2: "Systematize structures for data gathering and analysis that allow for adjustment to all goals and action plans."

SQR recommendation p.6: "Develop and communicate school-wide expectations that emphasize the importance of establishing classroom environments that are well organized and encourage rigor and high expectations for students."

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To create and implement a school-wide culture of systems for goal setting and monitoring that aligns administrative, departmental, grade level, individual teacher and student goals which will result in improved student mastery of content knowledge based on Common Core Learning Standards that will lead to the overall improvement of the June 2013 credit accumulation rate by 7%.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:  
a) strategies/activities that encompass the needs of identified student subgroups,

- Based on analysis last year's data, the faculty will establish new school goals that will be approved by SLT and included in the SCEP.
- Grade Level and Departmental Teams will create goals with the focus on their practices that lead to the higher students' achievement and progress will be measured during the grade level meetings where best practices will be shared.
- All teachers will develop their SMART individual professional goals that lead to developing best teaching practices as described in the Danielson's framework. The teachers' goals will become the focus of teacher observations during the 2012-2013 school year.
- All departments will use the same framework for data collection as provided to them by the Professional Development committee/Inquiry Team in order to monitor and revise units and lessons based on analysis of student performance and for building academic interventions for students that perform below standards. Each unit and lesson will also include open ended questions to challenge all students.
- Students will develop their long and short term goals in advisory focusing on their academic progress and post secondary plans.
- Implementation of the College Summit - College Readiness program will help students to develop their transitional goals

b) key personnel and other resources used to implement these strategies/activities,

- SLT members
- Administrators
- All teachers, including Departmental and Grade Level Teams
- All students

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the

*decision-making regarding the use of academic assessments.*

Interim monitoring of progress towards goal completion by entire school community will be conducted at the end of each marking period and based on the scholarship data for specific subgroups compiled by the Inquiry Team. Goals will be revised, if necessary, to assure that all members are moving toward success.

*d) timeline for implementation.*

- The SCEP, staff, and students goals will be written in *September* and revised at the *end of each semester*.
- Analysis of student performance trends leading to accomplishing the goals will be performed by Data Inquiry Team at *the end of each semester*.
  - Analysis of RCT and Regents participation rate
  - Analysis of promotion rates of students with disabilities
  - Review and analysis of Periodic Assessment results
- Formal and informal assessments and item analysis of benchmarks that track student progress towards mastery of skills and content that lead to differentiating lessons, creating interventions, and making academic referrals will be done by teachers *on a going basis during grade level meeting (C6)*.
- Teacher teams will perform an analysis of scholarship and testing data by department (ARIS & HSST-STARS) and individual teacher *every marking period* with focus on students with disabilities and ELL's.
- Supervisors will document all formal and informal observation classroom visits throughout the year.
- Completed goal sheets and end of year evaluations and reflections by all stakeholders in the school, which will result in the development of a culture that promotes and tracks monitoring and revising of goals that lead to higher student achievement – *June 2013*.
- *June 2013* Regents Exam Summary Report from HSST will reflect accomplishment of the goals.

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy      X  Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Title 1 SWP funding will be used to purchase College Summit - \$20,889
  - Title 1 SWP funding will be used to purchase incentives for students - \$4,950
  - Title I P/F SWP – supervision per session working with Inquiry Team

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR recommendation p.3: "Actualize the shared vision indicated in the mission statement by implementing programs, strategies, and procedures that focus on student achievement."

SQR recommendation p.3: "Re-evaluate the humanities curriculum to strengthen the ELA component. Ensure that the enacted curriculum addresses the required ELA competencies, as delineated by the NYS Core Curriculum and grade level Performance Indicators for ELA. Revise the curriculum to meet the differentiated needs of all students and subgroups."

SQR recommendation p.3: "Provide strategically planned professional development that supports the instructional program and supports teachers in modifying instruction, so that it is rigorous and relevant to increase student engagement, meet differentiated needs, and provides opportunities for student success."

SQR recommendation p.3: "Establish an incentive program to encourage students to attend the after school and extended day programs that are being offered."

SQR recommendation p.5: "Coordinate and maximize the opportunities provided by community-based and corporate partnerships to increase student achievement. Ensure that students understand the value of participating in these opportunities."

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Provide students with rigorous curricula, 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 exceed the city average score of 21.5 by June 2013.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- With the assistance of coaches, all teachers will design their curricula that are fully aligned with the CCLS.
- English curricula will have vertical alignment ensuring that students learn the skills needed for the next level.
- Teachers will create interdisciplinary tasks incorporating literacy, arts and technology at every grade level.
- Students in good academic standing will attend College Now courses at CUNY Baruch College after school.
- College Now classes will be taught collaboratively by the Baruch College Professors and UNHS teachers to over 100 students.
- PM school for students that are behind credits will be offered and taught by UNHS teachers.
- Students that are not performing at their grade level will be encouraged to attend morning and afternoon AIS.
- Professional Development calendar will be created and include the teachers' needs based on teacher survey and the supervisors' recommendations.
- Teachers will receive Professional Developments from the Literacy coach, math coach, and achievement coaches, peers who attend outside PDs, Administration, and the Baruch College faculty.
- During their C6 assignments, teachers will participate in the grade level meetings, and delete the learning walks through/intervisitations based on the

Danielson framework.

- To ensure rigorous instruction and high student achievement, the supervisors will visit classrooms frequently providing a feedback aligned with the Danielson rubric.
  - Every marking period, during the grade level assemblies, students achieving honor roll and students with the most improvement are recognized and eligible for incentives.
  - The Guidance Department will be essential in helping to monitor students' progress to graduation.
  - Teachers will use Jupiter Grades to better communicate with parents so they can monitor their children's academic achievement.
- b) key personnel and other resources used to implement these strategies/activities,
- UNHS teachers and guidance counselors, and administration
  - Literacy, ESL, and math coaches
  - CFN101 Achievement Coach
  - CUNY Baruch College professors
  - CBO Grand Street Settlement: Advantage after school program and AIDP
  - Deloitte Academy mentors
  - Parents
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Scholarship reports, results of the benchmarks, college credits earned by students, and students and parents feedback will be reviewed by the teacher teams every marking period to assess progress towards achieving the goal.

d) timeline for implementation.

- Curricula will be designed by the end of October.
- Qualified juniors and seniors will attend College Now at Baruch College in both the fall and spring semesters
- College Now courses will be offered at UNHS in the spring semester of 2013.
- PM school will start in November 2012 and run until June 2013.
- AIS will be offered throughout the whole school year on Tuesdays, Wednesdays, and Thursdays.
- Teachers' programs will include C6 periods/Professional Development daily during students' lunch periods.
- Two hour professional development will be offered every Monday after students' dismissal. (students will have the opportunity to work extensively with Grand St CBO)

#### Budget and resource alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - PF Title I will be used for College Now courses and materials - \$33,405
  - PF Title III LEP will be used for per session for UNHS teachers working at the Resource Center and Saturday Regents Prep. Academy - \$10,675
  - Title I will be used for purchasing incentives for students - \$4,104
  - Title I SWP funding will be used to purchase Jupiter-Grades -\$1,170
  - Title I SWP allocations will be used on per session for teachers to participate in on-going professional development to support emotional and social growth of our students - \$6,087
  - TL Fair Student funding will be used to hire bilingual guidance counselor to support students at-risk – 44,950
  - TL FSF – Saturday Academy/Regents Prep supervisor per session - \$6,000
  - P/F Title I CCSS PD for teachers - \$20,151
  - P/F Title I – College and Career PD – teachers per session - \$12,675

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR recommendation p.6: "Develop and implement a comprehensive professional development programs that supports: (1) The use of formative data to meet the needs of all students; and (2) Standard-based, differentiated and disciplinary instruction for all students. Establish a consistent grading policy throughout the school."

SQR recommendation p.2: "Establish and implement systems to track performance data to monitor the academic progress of students by cohort, by subgroup, by content area and by individual students."

SQR recommendation p.2: "Systematize structures for data gathering and analysis that embed interim checkpoints for gauging trends of student achievement."

SQR recommendation p.3: "Establish a consistent grading policy throughout the school."

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To create a school wide system of assessments that are aligned with the skills based on the Common Core Learning Standards and rubrics for students' reflection and self-awareness, which will lead to higher academic achievement and will be evidenced in a 10% increase in Regents passing rate for all students by June 2013.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Implement uniform grading policies that will be used in all subjects and grade levels and are aligned with the CCLS.
    - Use cumulative assessments that will help students demonstrate proficiency of the knowledge they learn throughout the year.
    - Create and/or use the item analysis from the Regents exams, PSATs, benchmarks, Acuity, NYSESLAT and Achieve 3000 to redirect instruction.
    - Develop writing rubrics, to be used in all classes, based on the English CCLS tasks—with the exception of the benchmark rubric, which will be based on the Regents rubrics.
    - Create a benchmark testing schedule, to avoid giving multiple tests during the same day.
    - Examine students' work during both department and grade level meetings regularly.
    - Provide students with opportunities for peer and self-assessment.
    - Create at least four teacher made tasks with rubrics that are aligned with the CCLS.
    - Communicate with parents UNHS' academic expectations and the progress of their children towards graduation during the PTA meetings, the parent teacher conferences, conferences with the guidance counselors and teachers and via Jupiter Grades and ARIS.
  - b) Provide teachers with professional development on creating meaningful assessments that measure students' progress towards mastery of the subject.
  - c) key personnel and other resources used to implement these strategies/activities,
    - All teachers
    - Inquiry Team

- External Literacy and Math Coaches
- CFN 101 Achievement Coach

d) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Data from Regents based benchmarks and other formative and summative assessments that are aligned to CCLS will be analyzed by teacher teams at the end of every MP; results will inform instruction and design academic interventions.

e) timeline for implementation

- Departmental Teams will create Writing Rubrics in *September/October*
- Benchmark assessments will be designed by teachers of all academic subjects and administered to students *four times a year: in October, December, March, and May*
- Inquiry Team will collect, organize and disseminate data on students' achievement every *six-weeks and after each benchmark*.
- Departmental Teams will meet *every other Monday* using data to determine their next instructional steps.
- Grade Level Teams will meet *every Tuesday* to build academic interventions for students performing below standards.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - ARRA RTTT allocations will be use for per session for Inquiry Team to organize and present to teachers data from benchmark assessments - \$6,100
  - TL Assessment Grant will be used for providing on-going professional development for teachers to create assessments that are aligned with the curricula based on the CCLS - \$5,037
  - CFN 101 Achievement Coach will help teachers to visualize students' achievement trends on given assessments that drive instruction and to build academic interventions.
  - Title I SWP allocations will be used to hire Literacy and math coaches who will help teachers to develop units aligned to the Common Core Learning Standards - \$26,587

## **GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR recommendation p.6: “Develop and implement structures that consistently promote a safe learning environment and positive student behavior.”

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### **Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

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 2013.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - UNHS will continue the advisory program, which will now meet weekly, to address our students’ social emotional needs.
    - Deloitte Academy mentors will provide after school academic and technology instruction to selected freshmen.
    - Students will create their long and short term academic and behavioral goals that will be reflected upon and revisited in advisory classes.
    - UNHS will form a Positive Behavior Intervention Support (PBIS) committee from our staff, our Community Based Organization (CBO) Grand Street Settlement, students, and parents. 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 redeem the PBIS tickets received by students for improvement in attendance, behavior, grades or other markers of growth.
    - The PBIS Team will develop a school-wide, consistent, concrete, positive reinforcement system to reflect strong culture to help students cope with academic strategies.
    - PBIS tickets or “UNHS points” will be offered for the most popular non-academic after-school activities.
    - Student Government 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 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, further the Parent/Student Handbook will be translated into Chinese and Spanish for the school’s English Language Learners population.
    - In collaboration with the School Leadership Team (SLT), Parent Teacher Association (PTA) and Grand Street Settlement, our school will establish better

communication with parents and guardians via school website, Jupiter Grades, the monthly Parent Coordinator newsletter, and variety of monthly workshops.

- A survey will be administered to students, teachers, parents and staff to guide school improvement.
- We will increase the number of community celebrations (multi-cultural events, talent shows, dinners, award ceremonies, science/math fairs and/or field trips) that include students, staff, and families to improve interactions amongst the community.
  - b) key personnel and other resources used to implement these strategies/activities,
    - All UNHS staff
    - Parents
    - CBO Grand Street Settlement: Advantage after school program and AIDP/GPS
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Data illustrating attendance, guidance referrals, and suspensions will be reviewed biweekly by the Guidance team and shared with the rest faculty during the grade level meetings. If needed, improvement action plans will be developed immediately.

d) timeline for implementation.

- Student Store with the “UNHS points” will be open in *September*.
- Internal UNHS Environmental Survey will be administered to the students, teachers, and staff in *November*.
- Students will create their long and short term academic and behavioral goals that will be reflected upon and revisited at the beginning of *each semester*.
- Grade level student assemblies will be conducted *every marking period*.
- Community celebrations will be organized on an *on-going basis throughout the year*.
- Students with poor attendance will be referred to AIDP on *on-going basis*.
- All seniors will receive mentoring from a UNHS community member beginning in *November*.

#### Budget and resource alignment

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

#### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - TL FSF will be used for purchasing incentives for students - \$2,970
  - TL Fair Student funding will be used to create two part time compensatory dean positions - \$65,278
  - TL Fair Student funding will be used to hire bilingual guidance counselor to support students at-risk - \$44,950
  - Title I SWP funding will be used to purchase eChalk UNHS website - \$1,170
  - Title I SWP allocations will be used for professional development to support emotional and social growth of our students - \$29,617
  - Title I – Parent Engagement/College trips for parents and students - \$2,884

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR recommendation p.6: "Develop and implement structures that consistently promote a safe learning environment and positive student behavior."

SQR recommendation p.4: "Conduct parent surveys to determine parent needs. Conduct relevant parent workshops. Communicate with parents on an ongoing basis."

SQR recommendation p.5: "Ensure that parents are active participants in the process of academic review and are engaged in the college application process."

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Provide opportunities for parents for being fully involved in their children's education that will lead to higher students' academic achievement and will be evident in increased college readiness rate by 5% by June 2013.

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - The Advisory Team will revise the Parent/Student Handbook that will be distributed to all families at the beginning of the school year, further the Parent/Student Handbook will be translated into Chinese and Spanish for the school's English Language Learners population and their parents.
    - Internal UNHS Environmental Survey will be administered to parents to determine their needs.
    - Teacher teams will organize curricula nights for parents and provide parents with assistance in understanding state assessments and CCLS.
    - Parents will be invited to the community celebrations (multi-cultural events, talent shows, dinners, award ceremonies, science/math fairs and/or field trips) that include students, staff, and families to improve interactions amongst the community. will be organized on the *on-going basis throughout the year*.
    - Guidance staff will work with parents, students and teachers to create an action plan for students performing below standards.
    - In collaboration with the School Leadership Team (SLT), Parent Teacher Association (PTA) and Grand Street Settlement, our school will establish better communication with parents and guardians via school website, Jupiter Grades, the monthly Parent Coordinator newsletter, and variety of monthly workshops.
    - Teachers will provide parents with additional information on students' performance by using Jupiter Grades to support transparency among the student/home/school partnership.
    - College counselors will lead workshops for parents with the focus on the college admission process.
- UNHS will offer a Soft Skills/Career Planning Training to parents and families at Baruch College that will assist them in developing and strengthening soft skills

(e.g. leadership, communication, and interpersonal skills) and obtaining career knowledge (e.g. self-assessment, resume writing, and interviewing/networking skills) to bolster their career planning & development.

b) staff and other resources used to implement these strategies/activities,

- UNHS teachers and guidance counselors
- Parent coordinator
- CBO Grand Street Settlement: Advantage after school program and AIDP

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities and timeline for implementation.

- Parent/Student Handbook revised and translated at the *beginning of September*.
- Internal UNHS Environmental Survey will be administered in *November*.
- Curricula nights for parents will be organized in *December and March*.
- Community celebrations will be organized on an *on-going basis throughout the year*.
- College admission process for parents – *March for Juniors, October for seniors*
- Baruch College course for parents/guardian and families will be offered during the spring semester.

#### Budget and resource alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

#### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - PF Title I will be used for paying for the parents' course at Baruch College - \$2,884
  - Title I SWP allocations will be used per session for teachers to provide workshops for parents/guardians and for purchasing metro card for participants - \$2,884

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000	Researched-based computer reading program that assesses students' reading levels and provides both reading comprehension and writing improvement practice in an interactive and motivating way, engaging students, especially reluctant readers; as well as targeting our lowest level 9 <sup>th</sup> -12 <sup>th</sup> grade students (Level 1 & 2) based on the 8 <sup>th</sup> grade State ELA exam, past ELA performance, and Achieve3000 diagnostic test.	During ELA, science and ESL classes and before and after school AIS
	Books on Tape	Availability of books on tape for students who have low reading levels to encourage reading, to make texts above students reading level more accessible, and to serve as a model of fluent reading.	During school day
	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, etc.)	During school day
	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, etc.)	
	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.	After school – parents and students
	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	During grade level meetings

	Technology	address the various needs of the students to maximize academic success.  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.)	During daily instruction
	Diagnostic Assessments	Diagnostic Assessments are given to the students 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.	At the beginning of each semester
Mathematics	Two periods of math for 9 <sup>th</sup> Graders.		During daily instruction
	Morning and Afternoon Tutoring	Academic Intervention Services are provided for 37.5 minutes, 3 times a week. Students have a choice of attending in the morning or the afternoon.	Before and after school
	Credit Recovery	Through the support of Grand Street Settlement students have structured time to recover credit not earned in previous terms. The credit recovery program is supervised by a Mathematics Teacher.	Before and after school
	RCT Prep Classes	Math RCT Prep classes are offered to students with special needs, a remedial mathematics course with small group instruction for students deficient in credit accumulation.	During school
	Integrated Co teaching	Inclusion class for Special Education students reduces the teacher-to-student ratio in the classroom during regular school day. .	During school
	Differentiating Instruction	We differentiate instruction for ELL, Special Education on a daily basis. By implementing these interventions, we will be able to reinforce and master content skills.	Daily instruction
	Jupiter Grades	Based on classroom grading policies, students and parents are able to view their progress online. It helps the students to work effectively and supports their understanding of the constant preparation need. Motivates students to improve their grades.	
	Technology	Helps complement lessons on a regular basis. The use of TI-83+ calculators, laptops, LCD Projectors and Smart boards support understanding for visual and tactile learners.	Daily instruction
	Workbooks	The supporting workbooks are targeted to prepare students for the Regents exam.	
	Literacy and ESL Strategies	Variety of literacy strategies is implemented in all classes to support comprehension of word problems. The use of Journals, Graphic Organizers, High Frequency Words, Word Walls	Daily instruction

	Math Games Incorporated in Lessons	Competitive learning games such as math jeopardy engages student interest by motivating students to succeed. All 9 <sup>th</sup> grade students are programmed into two well aligned math Integrated Algebra and Statistics classes to prepare them for the Algebra Regents in June.	Daily instruction During and after school
Science	Regents-based courses	Test preparation for the science regents for general education and special education students scheduled to take science regents in 2010-2011.	During school
	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.	PM school
	RCT prep courses	Test preparation for the RCT Science for Special Education Students scheduled to take RCT's in 2012-2013 who have yet to pass the science regents.	PM school
	Integrated Co-Teaching (ICT)	Inclusion class for Special Education students to reduce teacher-to-student ratio in the classroom offered during the day.	During school
	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.	Before and after school
	Online Grade availability	Parents and students can monitor academic progress via <a href="http://www.jupitergrades.com">www.jupitergrades.com</a> .	
	Regents-based exams	Use of scantron to do item analysis of Regents Exams and summative classroom assessments.	
	Technology	Use of technology in the classroom on a regular basis to help complement and differentiate instruction, such as Smart board, and virtual labs.	During school
	Peer Tutoring	Provides students with extra help from other students every day after school except on Mondays and Fridays.	After school
	Literacy Strategies: Repeated Readings Graphic Organizers High Frequency Words Cornell Notes Jigsaw Reading	Use of a variety of literacy strategies to understand non-fiction texts from newspaper and journal articles in addition to textbook passages.	During school
Social Studies	Global and US History Regents Prep	We focus on document analysis and scaffolding (DBQ), multiple choice strategies, and essay writing within an accelerated curriculum	During school

	<p>Global Literature</p> <p>PM School (Credit Recovery)</p> <p>Afterschool Peer Tutoring</p> <p>Periodic Assessments</p> <p>Literacy Strategies</p> <p>High Frequency Subject Words and Questions</p> <p>Contextualization</p>	<p>of both Global and US History.</p> <p>We emphasize literacy and document to teach concise, coherent essay writing to support global Regents essay and essays in general.</p> <p>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.</p> <p>We offer extra help from other students up to four times a week as well as focusing on big picture content in personal morning AIS programs.</p> <p>We utilize formative and summative assessments aligned with the Regents that track students' mastery of the content and utilize such measures to inform instructional practices to proceed during the unit</p> <p>We incorporate different literacy strategies to support greater comprehension and multiple entry points.</p> <p>We have word walls with high frequency subject words to build vocabulary and we utilize such language to enhance understanding of Regents content.</p> <p>We use timelines to contextualize events to allow for greater understanding of cause and effect and sequences.</p>	<p>During school</p> <p>PM school</p> <p>Before and after school</p> <p>During school</p> <p>During school</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) CBO counselors</p>	<p><b>At-risk Services Provided by the Guidance Counselors:</b> Academic Counseling</p> <p>Assemblies &amp; Class Presentations of available programs</p> <p>Referrals to Academic Programs</p> <p>Peer Mediation</p>	<p>Individual and small group counseling to provide students with transcripts, promotion and graduation requirements, and transcript audit form; teach them how to read, understand, and audit transcript.</p> <p>Keep students informed of and encourage them to participate in a variety of academic and extra-curricular enrichment programs, such as College Now at Baruch College and BMCC, Grand Street Tutorial Program, Girls Inc., etc.</p> <p>Match students with enrichment and support programs based on their academic and social needs.</p> <p>Facilitate mediation between students to help resolve conflict.</p>	<p>During and after school</p>

	Crisis Intervention/ Counseling	Counsel students struggling with a variety of social/emotional problems that impact on their academic success.	
	Referral to Vocational Programs	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.	
	Referral to appropriate alternative placement	Assist students and their families in seeking a more appropriate school placement where student can receive academics in a more appropriate environment.	
	Grade level meeting	At risk students are discussed at the grade level meeting to facilitate student achievement.	
	Student/Teacher Conference	Conference with a teacher and student who is struggling in a specific class to facilitate a conversation so the student and teacher can express their needs and devise a course of action for improvement.	
	Family Outreach	Contact and conference with parents on the phone and face-to-face to discuss student's academic progress and supports available to student to promote future success.	During and after school
	<b>At-risk Services Provided by the School Psychologist:</b>		
	Identifies Problems	In students' emotional health or academic performance and in the way the school system meets students' needs.	
	Solves Problems	Through direct contact with parents, teachers and students, and recommend special programs or teaching methods.	
	Consults	Talk with parents, teachers and school personnel about how to best help students learn and grow.	
	Assesses	Observe students in the classroom, interview and test 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>	

	Behavior management	Use FBA and BIP in working directly with a student and/or family to help solve problems.	
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The Principal in collaboration with the Children First Network (CFN 101) personnel will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follow the guidelines set by the New York State Education Department. We also work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities, including our partnership with New York University. Among our recruitment strategies are:

- UNHS administrators attend a variety of job fairs in order to find qualified candidates.
- UNHS advertised on the Inside Schools website for certified teachers.
- UNHS staff members contact their professional colleagues to recruit qualified teachers.
- UNHS is an SBO school, which attracts experienced, qualified teachers.

We assure that the best teachers, which have a high impact on the students' achievement, retain in our school. Our well structured professional development is tailored to varied needs of the new and experienced teachers.

This year we created a new schedule for teachers to allow them to meet in teams using an inquiry approach. During their C6 the teachers meet daily in the grade level:

- on Tuesdays with the guidance counselor and AIDP staff to analyze students' attendance, academic progress, and behavior and to develop interventions for students whose performance is questionable
- on Wednesday in the grade levels teachers create cross curricula tasks aligned with CCLS to ensure that their curricula are linked and the students they share learn the same skills across all subject, i.e. vocabulary, notes taking strategies, etc. Teachers analyze students' work to make instructional plans for specific subgroups of students.
- on Thursdays teachers participate in the Learning Walks and use the Danielson rubric to assess their peers instructional strategies
- on Fridays teachers meet with their co-teacher for planning units, lessons, and tasks that result in differentiated process and products for students with IEP and ELL's.
- on Mondays during biweekly 2-hour blocks teachers meet in departments with their Literacy and math coaches to work on rigorous tasks, well-sequenced units, assessments, and effective instructional techniques that result in shared improvement in students achievement and teachers' practice.
- Every Thursday our Inquiry/Leadership Team meets with a CFN Data coach and work on analyzing and disseminating to teachers data that illustrates our progress towards school improvement, i.e. item analysis of the benchmark exams needed for developing next instructional steps, students' academic interventions, etc.
- On the alternative Mondays teachers participate in the professional development on various topics. The PD calendar is constructed based on survey given to staff at the beginning of the year.

Our goal is to distribute leadership among our staff by providing opportunities for being fully engaged in the school improvement process.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

**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, Snap Grades & Echalk) will be held during the Fall term of 2012-2013.
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 2012-2013.

## **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, well aligned with the Common Core Learning Standards, 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 4 times a week. Students with high academic standing will be offered the opportunity to take college courses at CUNY Baruch College and BMCC after school.

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

- a. The school will provide parents with Jupiter Grades that can be viewed online to track their children's ongoing progress through graduation as well as receiving report cards 6 times a year.
- b. In addition, parent teacher conferences will be held twice per year during assigned dates, as set forth in the NYC DOE school calendar.
- c. Individual classroom teachers will contact parents if a student is 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 PTA conference to ensure all students and parents are aware of the requirements for graduation and the student behavior expectations in order to be able to participate in all senior activities.

10. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

11. Provide 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation 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. Our guidance department reviews these students' credits and counsels them periodically to monitor their progress and provide additional support.

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.

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
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

## A. Programming and Scheduling Information

addition, the ESL and ELA teachers have developed curricular activities that allow students to use their proficiency in listening and speaking modalities to create learning experiences that lead to reading and writing activities. For example, students have opportunities to discuss topics in cooperative groups that they will then focus on in written essays.

4. All ELLs are appropriately evaluated by our bilingual ESL teachers, Ms. Wang, Ms Chiang in Chinese and Ms. Burgos and Ms. Lopez in Spanish. All students have been tested using Achieve 3000 to determine current reading levels. Interestingly, once beginners are excluded, intermediates and advanced ELLs performed similarly to the general population at UNHS. Beginners scored at considerably lower levels with most being pre-primer- grade 2.

5. Differentiated instruction for ELLs

a. All SIFE students are programmed for our free-standing ESL program. They are given additional literacy based activities integrated into the ESL curriculum. They are also programmed for NLA if they are Spanish or Chinese speaking to provide additional language development in their native language and to help transfer skills from their native language to English. Additionally they receive 40 minutes of AIS three times a week and are encouraged to attend the after school tutoring program and afterschool Title III program. Their records are reviewed in Advisory/Leadership class and by guidance counselors. Guidance counseling is offered as needed.

b. 67 of our ELL students with 0-3 years of ESL service receive extensive ESL support in ELA and science through a co-teaching model two periods per day. Additionally, a translation paraprofessional is in their classes 8 times per week to develop the transfer of skills from their native language to English. The language of instruction is English and the teachers scaffold instruction for the different proficiency levels. They also maximize cooperative learning activities. The use of technology (smart boards and LCD projectors) has enabled our teachers to write and project much of what is said in class to support ELL reading and writing skills.

c. 11 of our entitled students have received between 4-6 years of service. As part of our freestanding ESL program, this group receives instruction focused on the development of reading and writing, the language modalities that they struggle with the most. During the instructional day, students receive ESL instruction in all four language modalities but with a particular emphasis on Reading and Writing. This instruction is through theme-based units based on a standards-based basal text, short stories unit, interactive drama unit, memoir unit, Achieve 3000, and other teacher-created curricula. This curriculum uses the reading/writing workshop model. In ESL and ELA classes, students are trained in reading comprehension strategies through the Reading Rewards Program and the Seven Habits of Good Readers. Classroom libraries in ESL and ELA classes provide opportunities for students to read and write about literature at their appropriate reading levels. In writing workshop classes students learn how to develop their writing in stages using the writing process, particularly revising and editing their work. In other content classes, teachers use ESL methodology to support student learning. In particular, they use scaffolding strategies, provide differentiated assignments, differentiated texts(some through Achieve3000) and focus on academic language (process words – describe, compare- and word walls) that students need to be successful in their content. The noteworthy series is also used to support the development of the writing process.

d. 8 long-term ELL students have received 6 or more years of service. LTE students attend AIS for 40 minutes, 3 times a week, and all ELLs are encouraged to attend our afterschool Title III program. They receive the same instructional program listed above for the students who have received 4-6 years of service. In addition, teachers are aware that these students have stronger speaking and listening skills than reading and writing skills. They participate in the free-standing ESL program with curricular activities designed to enhance their test taking skills and to develop their reading and writing. These students are proficient in speaking and listening so their strengths in these areas are used to support their development of reading and writing skills with an increased emphasis on writing. Our long term ELLs often struggle with the academic language imbedded in standardized exams and texts so vocabulary development is also an important part of this curriculum as well.

6. ELL Students with IEPs (10) receive ESL services as mandated by their NYSESLAT score and supported by their IEP and as written in their IEP goals. Three of these students receive SETSS services in their English or Math classes in addition to ESL classes as needed according to their NYSESLAT score. This class develops additional literacy, language and study skills and are taught in English. Achieve3000 is used as a support. These students also participate in the free-standing ESL program. Seven Special Education students receive integrated co-teaching services in their major subject areas in addition to participating in the free-standing ESL program.

7. All ELL SWD have their needs met through integrated co-teaching. Additionally all ELLs and IEP students are mandated to attend AIS after-school for small- group or one-on-one tutoring.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	2			
Social Studies:				
Math:				
Science:				

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

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

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

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

### 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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## 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 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 principles and concepts as well as proficiency in different modes of academic discourse. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer conferencing, and the use of oral and written academic language. All ELLs are mandated to attend AIS afterschool. After school programs that are available for all students are dance, SAT prep, Credit Recovery in math, English, science, and social studies. Additionally Title III is available for ELLs only. Afterschool, our Title III program focuses particularly on the Reading and Writing Skills needed to pass Regents exams and the NYSESLAT such as reading comprehension, test-taking strategies and essay writing. We had a SES fair during lunch periods and a PTA meeting. All students are encouraged to attend SES. Our parent coordinator works with our parents and SES providers to enroll all eligible students in an appropriate program.

13. We also expanded our Smart boards. Smart boards are in almost every classroom. 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. We bought sets of 6 24"X36" white boards for students to write, and the than present their solutions or ideas to the class. They also maximize cooperative learning activities. The use of technology (LCD projectors and smart boards) has enabled our teachers to write and project much of what is said in class to support ELL reading and writing skills. The materials for the ESL courses are comprised basal series that include both content and language instruction, specifically the Visions and Voices in Literature, extended fiction and nonfiction texts for class assignments as well as classroom libraries with materials across all levels for independent reading. Achieve 3000 is used to support ELLs at their current reading levels. The materials for the English class include extended fiction and non-fiction texts, classroom libraries with materials across levels for independent reading in fiction and in social studies content. For Social Studies students have both a HS level Social Studies textbook and a supplemental text with simpler syntax and vocabulary as an additional resource. In addition, we provide students with bilingual dictionaries and glossaries. ELL students with special needs participate in the same standards-based program as all UNHS students while receiving the supports they need to achieve, as reflected in their Individual Educational Plans. For additional support we bought the Achieve 3000 program, so all teachers have access to multi-level texts on the same subject. And new this year we bought the achieve3000 science collection to additionally support ELLs.

14. Native Chinese Language Arts and Heritage Spanish are available for all native Spanish and Chinese speakers. This results in a 100% pass rate on the foreign language regents exams with over 90% of the students receiving a 90 or above on the regents exams. AP Spanish, AP Spanish Literature and AP Chinese are also available and have very successful pass rates. We have hired 5 bilingual Chinese teachers and 4 bilingual Spanish teachers, 2 Spanish bilingual and 1 Chinese bilingual Paraprofessionals and 1 Chinese bilingual College Advisor to support cultural and academic needs of our students. Staff supports one another to translate letters, assist in creating trilingual word walls, translating exams, and phoning home.

15. Required services support correspond to the needs of the ELLs. Finding books on the students emotional level with low reading level is a challenge. Achieve3000 helps this, but does not replace a novel. Students are encouraged to read in English in school, but to keep up native language reading for every third book. All ELLs are required to read in English for 30 minutes each night.

16. All ELLs are invited to 2 summer orientations. These orientations are translated into Spanish and Chinese (Our biggest ELL populations at 91%). Students and parents are able to meet students' teachers, learn about HS expectations, meet and learn about our partnerships with Grand St and NYU for 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 parents and students anxieties about starting high school.

17. Regents level Heritage Spanish and AP Spanish is available for native Spanish speakers. AP Chinese is offered for Native Chinese speakers. These are the same language elective offered to non-ELLs and former ELLs.

### 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.

2. 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.

3. 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.

## 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.

## 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										10	7	4	1
	I										19	6	2	1
	A										8	3	2	5
	P										4	4	2	4
READING/ WRITING	B										17	9	4	0
	I										22	6	5	6
	A										2	6	1	5
	P										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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. All UNHS students have been tested using Achieve 3000 to determine current reading levels. Interestingly, once beginners are excluded, intermediates and advanced ELLs performed similarly to the general population at UNHS. Beginners scored at considerably lower levels with most being pre-primer- 2. For beginners this data helped us realize that we need to look more extensively to vocabulary for beginners and use Fry's most often used words and phrases in the English language to get them understands and speaking in English.
2. 5 of our intermediates and advanced students, passed the ELA regents with scores into the 80s yet still have not passed the NYSESLAT exam. The scores on the NYSESLAT were not indicative of the grade level on the Achieve 3000 or NYS ELA Regents exam. Lower years of service did not correlate with lower scores on the NYSESLAT.
  - a. Beginners yos/# students 0 =8, 1=20, 2=5, 3=5
  - b. Intermediate 0=4, 1=9, 2=7, 3=1, 4=2, 5=2, 6=1,7=2,8=2
  - c. Advanced 0=2, 2=3, 6=3, 7=1, 9=2
3. 13 of our students are beginner Listening and speaking and beginner Reading and writing according to the RNMR, NYSESLAT breakdown. Of those 3 had 0 Years of Service (YOS) 8 had 1 year yos and 2 had 2 yos. The rest of our students were one level ahead in listening and speaking than reading/writing. Therefore we use the strength of the students listening and speaking skills to support the development of their reading and writing. This is why we re-enrolled in Achieve3000 to support more reading comprehension.
4. a. All our ELL students receive state assessments in both the native language and in English, where allowable by the state. So far, only students at the 9th and 10th grade level have chosen to write their answers in their native language on Regents exams, six on the Global History and one on the Living Environment exams. Five of the six students who took the Global in Chinese passed this exam. The one ELL student who took the Living Environment in Chinese passed this exam. In the past many students reached English Language Proficiency by the 11th and 12th grade and took most of their Regents in English.

The data from the state high school content exams is limited since 76% of our ELL students are in 9th and 10th grade and have taken one or no high school regents . Those ELL students who have taken Regents exams, have done well in math, in fact better than our general population, about the same as our English Proficient students in the Living Environment Regents, and US Regents and not as well as our EP students on English and Global Regents. This shows a greater need for these students to attend tutoring and after school programs for literacy and for staff development for content area teachers in ESL methodology.

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

b/c. This is the first year we are giving the ELL Periodic Assessment. Last year we used Achieve3000 for reading comprehension, and in class we used a checklist for listening and speaking and kept writing samples on file to see growth in writing and set goals. ESL teachers, guidance and the AP of ESL meet every 6 weeks to review ELL achievement data to determine the next steps for supporting ELLs in ESL

classes, content classes and after-school. We have added trilingual word walls and 4 more bilingual teachers to support language development in ELLs. Native language is used to support concept development in subject classes, compare to English structures and discuss cultural and social similarities and differences.

5. We do not have a dual language program.

6. ESL teachers and the AP of ESL meet every 6 weeks to review ELL achievement data to determine the next steps for supporting ELLs in ESL classes, content classes and after-school.

### 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

**School Name:** University Neighborhood HS

**School DBN:** 01M448

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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		
	Other		

**School Name: University Neighborhood HS**

**School DBN: 01M448**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: University Neighborhood HS	DBN: 01m448
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

## 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 and a Saturday program for our largest group of ELLs who are beginners and intermediates mostly in the 10th and 11th 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, and Thursdays from 3:15- 4:15, during the months of October 2012 to June 2013. 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 culture 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.

On the third Thursday of the month, (November-May) the afterschool program will be two hours and parents will be invited to view student presentations and participate in ESL and Computer workshops. This will be immediately followed by the PTA meeting.

One licensed ESL teacher will teach 10 Saturdays for 3 hours each (every second Saturday, February through April, 9-12) that will include reading, writing, listening and speaking. Students will plan a trip and blog about their experiences. Newcomers to the country will be invited to this Saturday program (approximately 20). Based on date of arrival, NYSESLAT scores, Achieve3000 scores, report card grades, schoolwide benchmark exams, classroom assessments including tests and conferences, and a student survey given in ESL class, Teachers will plan activities to support the needs of students in this rapidly changing cohort to increase language development.

Students will research 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. 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. 3 Saturdays, in June, from 9-12, will include supporting test sophistication for Regents and NYSESLAT, for ELLs in grades 9-12.

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, Achieve3000, and Empire State NYSESLAT workbooks. [REDACTED]

### 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 rapidly growing ESL population requires all teachers to be better prepared to differentiate lessons while challenging students appropriately, including rigor and compassion. Fay Pallen, an ESL specialist who studied with Jim Cummins and is a DOE approved PD vendor for ESL will facilitate 3 days of Professional development that will focus on amplifying not simplifying vocabulary and the deconstruction/reconstruction of complex sentences, using word walls. This will occur September 6, January 28, and February 25, 9 AM -3 PM.

Fay Pallen will work with ESL Teachers during the day to develop plans for quality instruction during ESL classes and the afterschool/ Saturday program. Fay Pallen will also facilitate at least 7.5 hours of ESL training required for all teachers of ELLs. [REDACTED]

### 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: UNHS has a history of activities for students and parents to address cultural awareness, especially important for recent immigrants that we will continue during the 2012-2013 school year. These events include our Thanksgiving Unity Lunch in November, and a Chinese New Year event in January, International Love Day on February 14, and an end of year celebration in June.

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 PTA meetings, 4:15-5:15 Nov -May, 5 sessions, Parents of ELLs will be invited to view student presentations and participate in ESL and computer workshops. this will occur on the third Thursday of each month.

**Part D: Parental Engagement Activities**

(Spanish and Chinese) ESL teachers/ guidance counselors/college ounselors 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.

The St. John’s Saturday Program for ELLs will be explained to parents to encourage their children to attend this college readiness, English support program and other opportunities will be available. Sessions will also train parents to use Jupiter grades, our online grading system, and FAFSA/ Cnav for college prep.

In Septemeber 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.

**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		

**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.
<b>TOTAL</b>		