



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: UNIVERSITY HEIGHTS HIGH SCHOOL

DBN: 07X495

PRINCIPAL: HAZEL JOSEPH-ROSEBORO **EMAIL:** HJOSEPH4@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELAINE LINDSEY**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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
Hazel Joseph-Roseboro	*Principal or Designee	
Alexis Tavarez	*UFT Chapter Leader or Designee	
Nona Samuels	*PA/PTA President or Designated Co-President	
Gloria Guadalupe	DC 37 Representative, if applicable	
Karla Reyes	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mabineh Dukuly	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Alan Hilliard	Member/ Teacher	
Lillian Dejesus	Member/ Teacher	
Melissa Wilson	Member/Parent Leader	
Dana Lebron	Member/Parent PTA Vice President	
Claudette Coles	Member/ Parent	
Satayra Crump	Member/ Parent	

	Member/	
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** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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 respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

This year we are hoping to expand the types of college and career opportunities for our students including increasing blended learning opportunities and advanced courses in an effort to create more opportunities for individualized learning and college and career readiness. By June 2013 3 blended learning and 2 AP courses will be offered. By June 2013 two specialized college courses will be offered.

Comprehensive needs assessment

Our report card data shows that students are scoring well in math on the college readiness portion on the PSAT/SAT and CUNY math placement.

Instructional strategies/activities

- The following strategies and activities will be used::
 - a) Blended learning AP classes, block periods for students who struggle, PSAT/SAT prep classes, partnerships with TRIO & Upward Bound STEM
 - b) Key personnel and other resources used to implement these strategies/activities: Teachers, social workers, students, parents.
All teachers received training on how to develop units including projects, transfer goals, and performance tasks and assessments from Authentic Education (an iZone partner). In addition, we have a team of teachers who model best practices during staff development who have also become lab classrooms for staff members. Staff development is weekly and focuses on improving instruction.
 - c) timeline for implementation: by the end of the year

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To be effectively involved, parents need structured programs that enhance their skills and beliefs in their abilities to be involved in school-related matters. Parents also need to be aware of our school's practices and policies and of our desire to see them involved in the life of the school. For this reason, all policies and procedures are either sent to parents at the beginning of the school year or upon students being registered in the school.

The school provides assistance in understanding City, State and Federal standards and assessments. This is done in various ways. Parents are sent information regarding testing at least 10 days prior to assessments. Parent Coordinator and School Administration conduct information sessions in the evening to provide parents with information on standards and assessment (i.e. ARIS and Jupiter Grade training). Assignments are posted and include resources to assist parent in helping students allowing for ongoing progress monitoring. We are always available to answer any question if the need arises.

In addition, the school shares information regarding school and parent related program through the school website, school mailings, at Parent Teacher Conferences and at Parent Association Meetings. The school will provide information related to school and parent programs, meetings, and other activities to parents. This includes but is not limited to monthly mail outs and phone messaging system. Parent Teacher Conferences are conducted each semester during which individual achievement will be discussed. Parents can also arranging additional meetings at flexible times and the school will provide (if necessary) transportation, child care and home visits for parents that can't attend. UHHS respects the limits of Limited English proficient families to receive translated documents and interpretation services in order for parent's to participate fully in their child's education.

Parents are involved in the planning process to review, evaluate and improve the existing Title I program, Parent involvement Policy and this Compact.

Budget and resources 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.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Tax Levy & Title I funds will be used to provided tutoring, blended learning opportunities, professional development and student resources.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

All students will complete two common core aligned performance tasks in the targeted math and literacy standards as indicated in the 2012-2013 academic expectations by June 2013.

Comprehensive needs assessment

- According to our last school survey almost 30% of our students felt their classes could be more engaging. In addition I hold a principal's panel breakfast monthly meeting with students to elicit student feedback and engagement and real-world projects was identified as one of the items by students.

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) *English Language Learners (ELLs) and Special Education students have projects and classroom instruction that is differentiated and scaffolded. All students engage in project-based learning and authentic learning and assessment. Teachers will receive high quality feedback on the implementation of units through frequent observations by administration and peers.*
 - b) *key personnel and other resources used to implement these strategies/activities*
All teachers received training on how to develop units including projects, transfer goals, and performance tasks and assessments from Eskolta (an iZone partner). In addition, we have a team of teachers who model best practices during staff development who have also become lab classrooms for staff members. Staff development is weekly and focuses on improving instruction.
 - c) *All teachers received training on how to develop units including projects, transfer goals, and performance tasks and assessments from Authentic Education (an iZone partner). In addition, we have a team of teachers who model best practices during staff development who have also become lab classrooms for staff members. Staff development is weekly and focuses on improving instruction.*
 - d) *By the end of the school year all students will be assessed authentically through project and performance based learning and assessment*

Strategies to increase parental involvement

- *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 11 through 15 in this CEP. To be effectively involved, parents need structured programs that enhance their skills and beliefs in their abilities to be involved in school-related matters. Parents also need to be aware of our school's practices and policies and of our desire to see them involved in the life of the school. For this reason, all policies and procedures are either sent to parents at the beginning of the school year or upon students being registered in the school. The school provides assistance in understanding City, State and Federal standards and assessments. This is done in various ways. Parents are sent information regarding testing at least 10 days prior to assessments. Parent Coordinator and School Administration conduct information sessions in the evening to provide parents with information on standards and assessment (i.e. ARIS and Jupiter Grade training). Assignments are posted and include resources to assist parent in helping students allowing for ongoing progress monitoring. We are always available to answer any question if the need arises.*

In addition, the school shares information regarding school and parent related program through the school website, school mailings, at Parent Teacher

Conferences and at Parent Association Meetings. The school will provide information related to school and parent programs, meetings, and other activities to parents. This includes but is not limited to monthly mail outs and phone messaging system. Parent Teacher Conferences are conducted each semester during which individual achievement will be discussed. Parents can also arranging additional meetings at flexible times and the school will provide (if necessary) transportation, child care and home visits for parents that can't attend. UHHS respects the limits of Limited English proficient families to receive translated documents and interpretation services in order for parent's to participate fully in their child's education. Parents are involved in the planning process to review, evaluate and improve the existing Title I program, Parent involvement Policy and this Compact.

Budget and resources 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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Tax Levy & Title I funds will be used to provided tutoring, blended learning opportunities, professional development and student resources.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June 2013 we will realign our curriculum to restructure student support to address 21st century skills for college and career readiness for every class and in every grade, and in addition provide more opportunities for students to engage in college and career courses as indicated by progress report data. Specifically, all departments will create at least one redesigned unit plan reflecting our revised curriculum by June 2013.**

Comprehensive needs assessment

Our identified need is based on the following:

- a) The citywide initiative is for all students to be career and college ready
- b) Data on our 2011 report card stated a college readiness course index at 19% and college enrollment at 80%
- c) Our school identified college and career readiness as part of its iZone goals
- d) Our school philosophy includes college and career readiness as an intricate goal for all students

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: strategies/activities that encompass the needs of identified student subgroups,
 - a) Blended learning opportunities
 - Community credit recovery programs (Fordham)
 - Extended Day/Saturday classes
 - Continued Collaboration with BCC College Now
 - Early identification of Early College cohort Align iZone resources
 - Revise curriculum maps
 - Provide AIS to all students in need particularly the lowest third, ELL and Speds
 - Provide students personalized learning opportunities
 - Help students and staff redefine their roles and use multiple modes of learning in each subject area To align support parent, students, teachers and administrators work as partners to create, assess and revise our vision and progress around this goal.
 - Revise our schedule to allow more opportunities for personalized learning and college courses
 - Use technology and instructional resources for student and staff development
 - Use CBO's to provide additional resources around college readiness
 - b) key personnel and other resources used to implement these strategies/activities
 - Teachers, social workers, college advisor, administration, Bronx Community College, Fordham university, and our CBO's are all partners
 - c) Teachers meet in departmental teams and in grade teams to create assessments, provide intervention, analyze academic performance data and make decisions regarding their team. In addition, a teacher leadership team comprised of all grade, curriculum, and support leaders, meet with administration once per month as a whole team, and weekly in their respective teams
 - d) At the end of this year curricular maps and or course outlines will be revised to reflect college readiness and 21st century skills.

Strategies to increase parental involvement

We will increase parent involvement by:

- Working with our bilingual Parent Coordinator
- Working with our bilingual Director of Guidance
- Attending Parent Meetings dedicated to this topic
- Offering workshops of interest to parents of students
- Providing Jupiter Grades program for families

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Tax Levy & Title I funds will be used to provided tutoring, blended learning opportunities, professional development and student resources.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June of 2013 the course passing rate will increase by 5% to keep students on track for graduation and college.

Comprehensive needs assessment

According to our report card data, scholarship reports, interim assessments, teacher referrals, male students lag behind female students in academic performance. This is also in alignment with the Mayor's and Chancellor's male initiative.

Instructional strategies/activities

We will employ the following research-based strategies and activities to ensure our goal succeeds.

- a. Differentiated Instruction
- b. Young Gentleman's Club mentoring and academic enrichment program
- c. Self-esteem and social emotional curriculum infused in advisory class
- d. Small learning communities
- e. AIS for lowest third, ELLS and SPEDS
- f. Interim assessments
- g. Revise curriculum to include content and tasks geared at engaging males
- h. Incentives and awards for positive behavior and academic improvements
- i. Tutoring and homework help
- j. Project and performance based learning

key personnel and other resources used to implement these strategies/activities,: All staff members, administration, parents, CBO partners (Inwood House, Good Sheppard, Trio, Summer Search, College collaborative partners), as well as instructional software, materials and trips.

- b) Teachers meet in departmental teams and in grade teams to create assessments, provide intervention, analyze academic performance data and make decisions regarding their team. In addition, a teacher leadership team comprised of all grade, curriculum, and support leaders, meet with administration once per month as a whole team, and weekly in their respective teams.
- c) Measurable criteria provided by report card every 28 days

Strategies to increase parental involvement

To be effectively involved, parents need structured programs that enhance their skills and beliefs in their abilities to be involved in school-related matters. Parents also need to be aware of our school's practices and policies and of our desire to see them involved in the life of the school. All policies and procedures are either sent to parents at the beginning of the school year or upon students being registered in the school.

The school provides assistance in understanding City, State and Federal standards and assessments. This is done in various ways. Parents are sent information regarding testing at least 10 days prior to assessments. Parent Coordinator and School Administration conduct information sessions in the evening to provide parents with information on standards and assessment (i.e. ARIS and Jupiter Grade training). We are always available to answer any question if the need arises. In addition, the school shares information regarding school and parent related program through the school website, school mailings, at Parent Teacher Conferences and at Parent Association Meetings.

The school provides constant and ongoing professional development on a weekly basis. Part of our professional development activities include strategies to improve parent outreach, communication skills and building strong ties with parents and other members of the community. Parenting skills training aims to promote supportive home environments and equip parents with the tools to manage stressful situations that might arise with their children. Such programs can facilitate their children's success in school. Parenting skills programs typically target parents of students who are at risk of experiencing academic, emotional or social difficulties.

Budget and resources 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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Tax Levy & Title I funds will be used to provided tutoring, blended learning opportunities, professional development and student resources.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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:
 - d) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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, Wilson and Great leaps are provided to students in either a small group or one on one setting. These interventions are provided during the school day and also afterschool tutoring.	Small group, one-to one	During and after school
Mathematics	In math, tutoring is provided afterschool in tutoring sessions and in small groups during the school day. No specific program is used. The strategies used are using manipulatives and frequent practice and repletion to acquire basic skills.	Small group one-to one	During and after school
Science	Students receive additional science support and tutoring afterschool in small groups. The science	Small group one-to one	During and after school

	teacher also conducts a Robotics Club.		
Social Studies	Students receive Social Studies support afterschool in small groups.	Small group one-to one	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor provides one on one at risk intervention to students when necessary during the school day.	Small group one-to one	During and after school

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.

Professional development opportunities and distributive leadership roles are intricate parts of our school culture. Teachers are encouraged to share best practices and are encouraged to attend network, consortium, iZone, Bard, Options Institute (college access) and other PD opportunities.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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	District 07	Borough Bronx	School Number 495
School Name University Height High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Hazel Joseph Roseboro	Assistant Principal Francine Cruz
Coach type here	Coach type here
ESL Teacher Virginia Campbell	Guidance Counselor Janitzia O'Neil
Teacher/Subject Area Alan Hilliard	Parent Nona Samuels
Teacher/Subject Area Ruth Smith	Parent Coordinator Candida Cocco
Related Service Provider Eleanor Collier Jones	Other James Gordon
Network Leader Michael Alcott	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	470	Total Number of ELLs	18	ELLs as share of total student population (%)	3.83%
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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. 

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

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

Once the LAB R is administered, the result of the Listening, Reading and Writing components of the exam are totaled. If the total score is above the cut scores as per Assessment Memo # 2, 2011-2012, then the student is not entitled to ELL services. A Non Entitlement letter is sent to the parent. If the student scores below the cut scores, then an entitlement letter is sent to the parent. The entitlement letter includes an invitation to a parent orientation. The purpose of the parent orientation is to inform the parent/guardian of the various ELL programs available in the DOE. This communication to parents is sent in the preferred language as indicated by their response on the HLIS. The letter is available on the DOE site in 13 languages. If the parent's preferred language is not on the site, then UHHS will make arrangements to have the letter translated in the parent's preferred language.

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

During the parent orientation, the DOE EPIC video will be shown to parents. This video outlines the three different options available for in the DOE: Transitional Bilingual, Dual Language and Freestanding ESL. Information in the native language (translation) will be available upon parental request. Pedagogues in the school building speak the following languages and are available to answer questions: Spanish, French, Italian and Ogbe. The DOE EPIC video is available in thirteen languages. The parent coordinator will also be available at the parent orientation meeting for parental support and questions and translation (if necessary). Any other translation needs will be available as per the translation plan.

After viewing the video, parent will be given the parent survey. The parent will then select which of the three programs offered by the DOE they would like for their child to attend. The pedagogue presenting video will review the benefits of each program and discuss what the research shows to be the best program for ELLs.

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

The waiting list will be retained by Francine Cruz, indicating the date the parent selected the program (parent orientation). Once the waiting list reaches 20 students in one grade, a class will be opened and the parent will be sent written notification that the class is now available at UHHS.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	9

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6		1	3	1	1	9		3	18
Total	6	0	1	3	1	1	9	0	3	18

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	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	4	7	1	16
Chinese	0													0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
TOTAL	0	0	0	0	0	0	0	0	0	4	5	8	1	18

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Programming and Scheduling

University Heights High School provides a decompartmentalized ESL instructional program model. ESL classes are offered 3 periods a day (periods 1, 2, and 7). During period 1 and 7, an additional teacher is in the room for a collaborative model and to provide additional instructional support to students.

Beginning and intermediate students are scheduled for 2 periods a day of ESL services. Advanced students are scheduled for a single period a day (period __7__). ESL is taught in the content area of English. There is an additional teacher in the room during periods one and seven. This allows for differentiation and small group instruction.

Students are grouped heterogeneously and are in various grade levels. Beginning, intermediate and advanced students are all grouped in the morning block (period 1 and 2). Beginning students are able to engage in discussions with intermediate and advanced students. They are also given the opportunity, if needed to have native language support with students that speak the same language in their class room. Most students (16 out of 18) at UHHS speak Spanish. The teacher allows students to pair with other more proficient students for native language support. Ms Virginia, the teacher also understands and speaks Spanish. Although students are usually paired with other students to work together, she is able to translate and/or explain ensure to that students understand. She also accepts answers in Spanish. The second teacher is available during period one and seven for more individualized, small group instruction.

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

One student at UHHS is identified as SIFE on the RNMR report in ATS. This is because once they are initially identified as SIFE, they continue to be labeled SIFE. This student has tested at an Intermediate level on the NYSESLAT. This students is scheduled and

A. Programming and Scheduling Information

programmed according to her proficiency levels for ESL instruction. Instructional focus is on improving reading and writing skills, as well as vocabulary development. As with all ELLs, students are required to present projects orally in the class. ****Project based learning**** UHHS has three newcomer (less than one year in the United States). These students are paired with other students that speaks the same native language, Spanish. Partners helps to explain classroom and homework assignments and translates when necessary. Beginning student is allowed to present assignments, writing activities and projects in her native language and other students will explain to non Spanish speaking students. Although most students speak Spanish as a second language, all students' native languages are valued, accepted and respected at UHHS.

Since NCLB now requires ELA testing for ELLs after one year, special attention has to be given to newcomers in order to prepare them for the English Regents in such a short amount of time. This year, the NYSESLAT will replace the English Regents for our newcomers (under one year in the US). Special instruction in reading and writing instruction this year will begin to prepare Them for the English Regents next year. Ms. Virginia utilizes ESL methodologies in the ELA content area.

For ELL students that have received 4-6 years of service (which accounts for 3 out of 18 students), instruction is focused on their specific proficiency levels. Instruction is differentiated and requires more reading, writing and vocabulary instruction. Long term ELLs also require a strong focus in these areas in order to help them test out of the NYSESLAT. UHHS emphasizes technology use for all students. Laptops are available on carts and can be reserved by teachers for classroom use. Technology allows ELL students to utilize online resources to improve their language skills. One important resource which is available to all students is Gale Educational Resources. This educational resource is available on the school website: universityheightshighschool.org. Gale is a reliable online resource center for students and teachers. Tools include public, academic, government and special libraries. Gale provides access to magazine, journal and research articles as well as various publications and reference works (current and past). The feature that especially useful for ELL is the ability to have the text read aloud in English and/or translated and provided in Spanish (both written and audio). The audio component helps of improve listening skills and ability to have the text translated into Spanish aids comprehension of text and improves English language ability.

University Heights is also currently utilizing Empower 3000, a differentiate reading program for students requiring additional support. This program incorporates Spanish support for reading informational articles to improve students reading and writing thus providing the additional support needed to attain English language proficiency. All students in Virginia's class are currently using Empower 3000. Special needs that also require ESL services (5 out of 18 students) are scheduled for the first and seventh period of the day when the special educator, James Gordon, in scheduled to provide collaborative instruction with the ESL teacher. This gives teachers the ability to provide differentiated and small group instruction when necessary. These students are also provided their mandated testing accommodations and any modifications as per their IEP. Both teachers have the ability to plan instruction together to support both their language as well as their special needs.

Courses Taught in Languages Other than English ⓘ

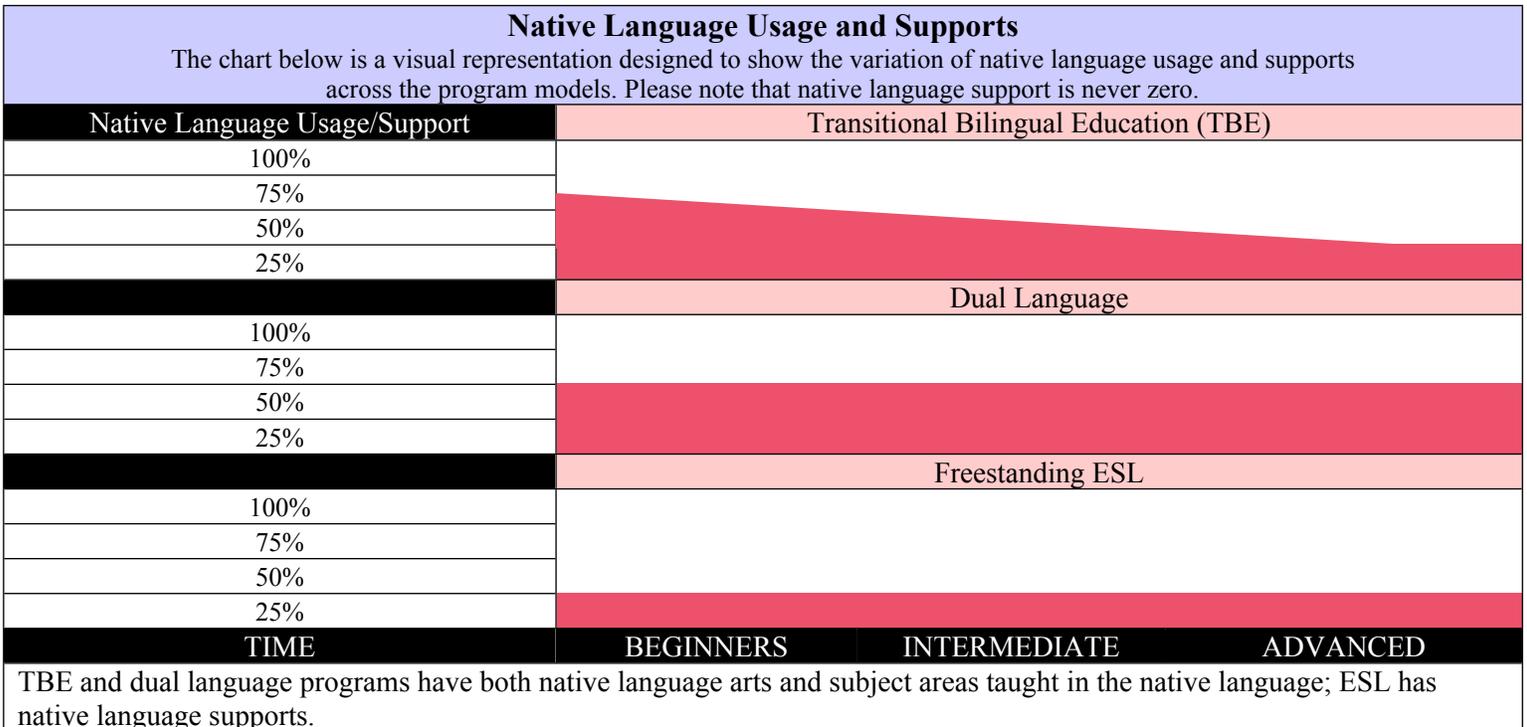
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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				
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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

ELL students are entitled to and some are scheduled to receive tutoring services. Tutoring is provided from 3:00-3:50 on Monday afternoon. Tutoring is available in all content areas by content area teachers and in English by the ESL teacher. The ESL teacher assists content area teachers by providing specific strategies and discussing specific targeted interventions to content area teachers. This is done through grade level meetings, curriculum meetings, and professional development sessions throughout the school year.

Any student that reaches proficiency level on the NYSESLAT will continue to receive testing accommodations provided to all ELLs for two additional years. This includes extended time, separate location and use of glossary during testing. In addition, students will continue to receive native language support where appropriate and necessary. Of course, books in Spanish for Spanish speaking student will continue to be available. Gale Educational Resources is available to all students on the school website. Students are also entitled to tutoring when needed. As previously mentioned, ELL students are afforded equal access to all school programs, enrichment activities, supports and services offered to all students in the school. Empower 3000 also provided Spanish language support for Spanish speaking ELL students. Basically, any and all services provided to ELLs will continue to be available to students that test out on the NYSESLAT for two additional years.

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

Native language supports available to students include the following:

- Technology-laptop carts used in the classroom, multimedia presentations and instruction, Gale Educational Resources and Empower 3000
- Glossaries, Spanish/English dictionaries, and age appropriate Spanish books (limited)
- Writing support in the native language
- Small group instruction, afterschool tutoring
- Student buddy system, partnering students of varying ability levels for additional support
- Acceptance of native language (mostly Spanish) project presentations

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

Professional Development:

Professional Development sessions scheduled as per the schools plan for the 2011-2012 school year include EPIC Training, Differentiated Instruction, Gale Educational Resources, Portfolio Development, Authentic Assessment, IZone and Empower3000 training.

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

staff members will be trained in the EPIC procedures so that there are always trained pedagogues available. Whenever possible, teachers that speak languages other than English will be available for family interviews and orientations.

Designated staff member have been scheduled to attend professional development sessions conducted by our Children First Network (CFN). This year, Yvette, Ruthy, Alex and Oshira are attending professional development in Differentiated Instruction. These workshops focus on differentiating for ELL students and also students with special needs. The sessions are repeated to all staff members at the school level. Both the Principal and Assistant Principal will follow up with teachers to support them by arranging intervisitations, providing feedback to lessons after observations.

All staff members will be trained in both Gale Educational Resources, Portfolio Development and Jupiter Grades which are used for all students including 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.

Professional Development sessions scheduled as per the schools plan for the 2011-2012 school year include EPIC Training, Differentiated Instruction, Gale Educational Resources, Portfolio Development, Authentic Assessment, IZone and Empower3000 training.

Professional development on the initial identification and placement process will take place for designated staff. Janitzia O'Neil (Admission Counselor), Candida Cocco (Parent Coordinator), Lucia Vega (Pupil Accounting Secretary), and Virginia Campbell (ESL Teacher) are trained on the EPIC procedures to ensure proper identification and timely placement of ELL students. Each year, additional staff members will be trained in the EPIC procedures so that there are always trained pedagogues available. Whenever possible, teachers that speak languages other than English will be available for family interviews and orientations.

All staff members received professional development at the beginning of the year on using ELL data to support instruction. Using the modality proficiency levels, teachers are aware of adapting lessons to support either speaking, listening, reading or writing based on individual student data.

Designated staff member have been scheduled to attend professional development sessions conducted by our Children First Network (CFN). This year, Yvette, Ruthy, Alex and Oshira are attending professional development in Differentiated Instruction. These workshops focus on differentiating for ELL students and also students with special needs. The sessions are repeated to all staff members at the school level. Both the Principal and Assistant Principal will follow up with teachers to support them by arranging intervisitations, providing feedback to lessons after observations. All staff members will be trained in both Gale Educational Resources, Portfolio Development and Jupiter Grades which are used for all students including ELLs.

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?

From the very beginning, when a family comes to register their child at UHHS, if the Home Language Identification Survey (HLIS) form indicates that the parent would prefer communication in their native language, they are offered this opportunity. We have many staff members that speak Spanish. Our Admission Counselor, Janitzia, and the Pupil Accounting Secretary, Lucia, both speak Spanish and are the first to receive family. We also have a French speaking Italian and Ogbe speaking staff members. If we do not have a staff member available that speaks the parent's native language, then we utilize the DOE Translation and Interpretation Unit. During Parent Teacher Conferences, Open Houses, and Orientation Sessions there are always more than one staff member that speak Spanish, including the Parent Coordinator who is always available to support parents in the school and during these activities and sessions. All future written communication to parents is sent in their preferred language as indicated by the HLIS form which they complete upon registration.

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)										0	0	1	0	1
Intermediate(I)										2	3	3	1	9
Advanced (A)										2	2	4	0	8
Total	0	0	0	0	0	0	0	0	0	4	5	8	1	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Analysis of Data:

Analysis of ELL assessment data reveals that students are consistently advancing in their literacy skills and proficiency levels. Data reveals that our current ELL population most of the ELL students are performing in the intermediate and advanced ranges. 17 out of 18 ELL students have passed the Regents Exam. the pattern across the proficiency levels based on the NYSESLAT reveals that students require additional support and instruction in both reading and writing. Preparation for PBAT (Performance Based Assessment Tasks) is scaffolded throughout the school year. This provides support in all the modalities. Students are expected to research, support, and defend their position, provide evidence, prepare and present to a panel of teachers and sometimes other students. If necessary, students are permitted to present in their native language. The patterns across the NYSESLAT will continue to affect instructional decisions and collaboration among teachers to ensure ELL student success. Content area teachers collaborate with the ESL teacher to assist ELL in modifying lessons and assessments in order to support all modalities.

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Additional Information

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

oPaste additional information here

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Part VI: LAP Assurances

School Name: <u>University Heights High School</u>		School DBN: <u>07X495</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hazel Joseph Roseboro	Principal		11/
Francine Cruz	Assistant Principal		1/1/01
Candida Cocco	Parent Coordinator		1/1/01
Virginia Campbell	ESL Teacher		1/1/01
Nona Samuels	Parent		1/1/01
Alan Hilliard	Teacher/Subject Area		1/1/01
Ruth Smith	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Janitzia ONeil	Guidance Counselor		1/1/01
Michael Alcoff	Network Leader		1/1/01
James Gordon	Other		1/1/01
Eleanor Collier Jones	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **07X495** School Name: **University Heights high School**

Cluster: Network: **411**

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

Part A: Needs Assessment Findings

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

Based on all the HLLS and initial conference with incoming students, all of our students and parents are Spanish speakers. This information is also available on ATS and on the students' emergency cards. University Heights High School is an all Bilingual-Spanish Transitional Education High School. All communication with parents and students is done bilingually. All home phone calls are made by Spanish speaking staff or by interpreters. All parent-teacher conferences are conducted in Spanish. All printed information sent home is also printed in Spanish and in English.

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

The school found there are many parents that require Spanish translations. Teachers, advisors, staff members and office staff are made aware of those parents that require translations when necessary. Blue emergency cards also indicate that a parent requires translation and is available for all staff members in the main office. Teachers and advisors are provided with the names of staff members that are available for translations during parent conferences, as well as phone conferences. All staff members are aware that the parent coordinator is also available for both written and oral translation.

Part B: Strategies and Activities

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

All centrally and regional produced critical communication will be sent home in Spanish, even if the school needs to make the translation. All school written communication with parents will continue to be translated by the all bilingual staff: teachers, guidance counselors and school administration. This includes, but it is not limited to, letters to parents, notifications, flyers, calendars, newsletters, permission slips, consent and explanations of report cards. The student handbook is written in English and in Spanish. All parents will continue to receive the student discipline code in Spanish. If translation of long documents is needed and the school cannot translate in a timely manner, then we might request to use the services of the Translation and Interpretation Unit. Posted information that is pertinent to the parents will also be translated.

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.

Many UHHS staff members speak Spanish, including School aide and paras. They assist in parent conferences. Translations are also provided in parent workshops, orientations and SLT meetings, Parent-Teachers conferences, phone conversations and phone-master.

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>.

Parents will receive a notification at the beginning of the year advising them their right to receive all communication in Spanish. In addition, this information will be posted in the main office, the parent's room, the dean's office and in the guidance suite.

