



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

01M448

School Name:

UNIVERSITY NEIGHBORHOOD HIGH SCHOOL

Principal:

ELIZABETH COLLINS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: University Neighborhood High School School Number (DBN): 01M448
School Level: High School Grades Served: 9-12
School Address: 200 Monroe Street, New York, NY 10002
Phone Number: (212) 962-4341 Fax: (212) 267-5611
School Contact Person: Patricia Catania Email Address: pcatani@schools.nyc.gov
Principal: Elizabeth Collins
UFT Chapter Leader: Robert Mari
Parents' Association President: Milagros Arcila Gchanglerth
School Leadership Team
Chairperson: Milagros Arcila Gchanglerth
Student Representative(s): Melanie Tejada, Mel Searles

District Information

District: 01 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, New York, NY
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 101 Network Leader: Christina Solis

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- a. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- b. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- c. The original signed 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 (Blue Ink)
Elizabeth Collins	*Principal or Designee	
Robert Mari	*UFT Chapter Leader or Designee	
Milagros Arcila Gchanglerth	*PA/PTA President or Designated Co-President	
Shelley Maldonado	DC 37 Representative, if applicable	
Melanie Tejada	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Thanh Bui	CBO Representative, if applicable	
Janina Barriga	Member/ Parent	
Kate English	Member/Parent	
Anita Soto	Member/Parent	
Madeline Herrera	Member/ Parent	
Patricia Catania	Member/ AP	
Alvin Lee	Member/ UFT	
Mel Searles	Member/ Student Representative	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

University Neighborhood High School is a small high school located on the Lower East Side in Manhattan. As a school of 310 students, we are proud of the individual support that we give to all of our students, and we feel that the personalized instruction, structure, and assistance that we offer them is reflected in our movement from a D school to an A school in four years.

Represented in our mission statement are the two tenets that drive the focus of our school-- preparation for college, and preparation for the career world: "UNHS is dedicated to preparing students to become global citizens through higher education opportunities, challenging academic and technical curricula, and business and university partnerships." At UNHS, our goal is to prepare every student to graduate from high school in four years with a Regents diploma or higher and with skills needed to be successful in college. We want our students to be college ready, so we offer them rigorous academic curricula and many opportunities for early college credit accumulation. The partnerships that we have developed with New York University, Baruch College, and LaGuardia Community College allow our students to take college classes free of charge while they are enrolled in high school. Students can take college classes on our campus or at the college itself, thus giving them valuable experience in taking college-level course work and earning credits that can be transferred to their future college of choice. Besides our partnership with these metropolitan colleges, UNHS also offers Advanced Placement courses including AP Calculus, AP English, AP Art, AP U.S. History, AP US Government, AP Global, AP Spanish, and AP Mandarin. These Advanced Placement courses offer students another opportunity to take college-level course work and earn college credits. Additionally, UNHS offers honors sections of general classes, providing instruction at a more advanced level for students able to complete more challenging work. As students work toward their goal of college-readiness, we also have a full-time college advisor who teaches College Readiness classes and guides the 11th and 12th grade students through the entire college application process.

University Neighborhood High School also prides itself on preparing students for their future career. We have designed a CTE program that is in its first year, with a dual focus on business and finance. Our students begin their 9th grade year at UNHS taking classes such as Microsoft Office Suite, Personal Finance, and a Career Exploration course; they will continue to take business and technology courses throughout their time at UNHS. 10-graders are learning Coding/Game Design in a course taught by the NYU faculty. Students in the 11th grade this year have the opportunity to take an Entrepreneurship course. Our seniors are taking 3-college credits bearing Business 1000 taught by the Baruch College faculty. Additionally, we have formed partnerships with PENCIL, Deloitte, Grand Street Settlement, NYC Public Library, Gouverneur Hospital, NFTE, and other organizations that will allow us to offer various internships starting this year.

At UNHS, we believe ALL students can attain the goal of being college and/or career ready by the time they graduate. To this end, we have worked to offer supports to our students that not all schools have. For example, we are committed to keeping our core class size at an average of 25 students. Most of our core classes are taught by two co-teachers, which allow us to provide more personalized, individual instruction to our students. We have two bi-lingual Spanish and Mandarin guidance counselors who provide counseling services and a full time parent coordinator who serves as a liaison between parents and school.

Last year we achieved growth in all tenets but the most significant improvement was in Teacher Practices and Decisions. Grade-level common planning time was programmed into teacher schedules four days a week. These teacher-led meetings were structured and consistent and focused on students' academic and social/emotional growth. During these meetings our teachers looked at student work following a specialized protocol that ensured needs assessment and sharing of best practices to address those needs, aligned instruction based on a skill focus; grade-level teachers agreed weekly to focus on

and reinforce certain skills across subject areas, creating interdisciplinary tasks as a result; performed inter-visitations to observe best practices and shared commendations as well as suggestions in a nonthreatening, supportive environment; had a common planning time, and met with the guidance counselor to address students' social/emotional needs. These structured meeting focus points increased uniformity among instruction because it helped teachers establish common skill goals for their classes as well as best practices for achieving those goals; the inter-visitations and debriefings further established consistency in instruction and ongoing feedback toward the attainment of our common instructional goals among grade-level teams. We feel the communication and collaboration that resulted from these meetings greatly contributed to higher student outcomes and our meeting of NYS requirements for graduation.

Our biggest challenge continues to be servicing our increasing population of ELL students who have newly arrived in the country and have no previous English language instruction. ELLs make up 38% of our population with 91% coming from China. These students must pass the English Regents exam, which is now Common-Core aligned. We continue to enlist the help of independent ESL and CFN 101 Literacy coaches to learn best strategies for teaching English Language Learners. In addition to the ESL classes provided during the school day, we offer ESL Academy after school and on Saturday to newcomers and more advance ESL classes at St. John's University and LaGuardia Community College.

The key areas of focus for our school this year are based on the two areas of our Quality Review for which we received Developing ratings. According to our 2013-2014 Quality Review, we did not reach standards in providing Common Core Learning Standards-based instruction that led to multiple points of access for all students; observers noted that many classes lacked the multiple entry points that would have helped more students achieve mastery. To improve in this area, we have focused on student engagement in higher-order thinking skills across disciplines. We have been establishing a uniform set of beliefs on how students learn best among our staff, identifying key strategies such as modeling, procedural charts and references, in-the-moment assessments, and the articulation of the "What, Why, and How" of tasks, that provide more accessible entry points for our students. With the help of Network literacy and math coaches, we have been incorporating these shared strategies into all subject classes in an effort to provide meaningful scaffolding and greater chances of comprehension for students. Additionally we have started a lesson study cycle to help teachers look at all students individually and determine how they learn best.

The other key area of focus for UNHS this year is on sharing and disseminating data with families "in an effort to promote dialogue between parents, students, and school constituents centered on student learning and success" (Tenet 6.5). According to our 2013-2014 Quality Review, parents stated during interviews with observers that they did not understand student data that was shared by our school and that, the school "does not share data in a way that empowers and encourages families to use and understand data [or] consistently promote a dialogue between parents, students and school constituents concerning data, which hampers student learning and success." To address this concern, we have begun to provide a monthly newsletter to parents, and we have revamped our school website. Each teacher has established a teacher page with links to Jupiter Grades as well as to school assignments. We will also be providing parents with training on ARIS, holding informational workshops on understanding data about our school such as progress reports and the Quality Review. We will ask parents to join our Inquiry Team in an effort to receive different perspectives on the data we have been receiving and studying.

01M448 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	304	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	36
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	N/A	# Drama	N/A
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.2%	% Attendance Rate			86.0%
% Free Lunch	86.0%	% Reduced Lunch			5.0%
% Limited English Proficient	28.1%	% Students with Disabilities			27.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			25.1%
% Hispanic or Latino	38.8%	% Asian or Native Hawaiian/Pacific Islander			32.8%
% White	2.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.82	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			7.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	37.8%	Mathematics Performance at levels 3 & 4			51.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.6%	% of 2nd year students who earned 10+ credits			77.3%
% of 3rd year students who earned 10+ credits	79.2%	4 Year Graduation Rate			80.3%
6 Year Graduation Rate	81.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

UNHS was rated Effective in all areas of Tenet 3. We feel that we achieved these Effective ratings particularly because of our following strengths:

- Teachers had the assistance of Literacy, ESL, and math coaches and assistant principal in designing curricula, unit plans, and daily lessons that were more fully aligned with the CCLS.
- Teachers were programmed with common periods free along grade levels to meet four days per week. During these weekly C6 meetings, teachers of all subjects met in grade-level groups to co-plan their units based on common CCLS and/or Regents skills that they wanted to focus on simultaneously in order to strengthen and reinforce these skills in our students. As they worked in grade groups, teachers also created interdisciplinary tasks, often incorporating technology, at every grade level.
- We were able to offer rigorous College Now courses both at the school and on the CUNY Baruch College campus to students in good academic standing. College Now courses were also taught collaboratively by the Baruch College professors and UNHS teachers to selected juniors and seniors, including eligible ELLs and SWDs.

Our needs are still focused on continuing to strengthen our curricula to make them fully aligned to the Common Core Learning Standards, ensuring that our students will be college ready upon graduation. Curricula must achieve vertical alignment, ensuring that students learn the skills needed for the next level. In addition, teachers must revise and

consistently use Common Core-aligned rubrics across content areas and create a student-friendly version of the rubrics to ensure students are able to assess their own work and the work of their peers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To create a school wide system of assessment that measure students’ progress towards mastery of the Common Core Learning Standards aligned curricula, which will lead to higher academic achievement and will be evidenced in a 3% increase Regents passing rate for all students by June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>With the assistance of literacy, ESL, technology, and math coaches, all teachers will design curricula that fully align with the CCLS and include CCLS performance tasks. Teachers will create vertically aligned curricula, ensuring that students learn the skills needed for the next level.</p>	<p>Teachers of all academic subjects</p>	<p>Teachers will begin designing curricula in August. Initial curricula will be submitted to supervisors for approval by September 15 and consistently revised based on needs assessments. Alignment will be achieved by the end of the first semester (January 2015).</p>	<p>Literacy Coaches Rose Greco and Stacey Bergin, ESL Coach Fay Pallen, math coach Frank Cunnigham, technology Coach Kyle Loa along with APs Catania and Powell, will assist teachers in designing and implementing curricula aligned to CCLs.</p>

Teachers will create interdisciplinary tasks incorporating arts and technology at every grade level, with real-world applications.	All teachers will integrate technology and art into their lessons.	Teachers will create interdisciplinary tasks for every unit.	Coaches and assistant principals will assist teachers in creating interdisciplinary tasks.
Unit plans will include daily articulated connections to the Common Core Learning Standards and include activities that focus on developing higher order thinking skills and asking open ended questions	All teachers will identify specific CCLS in each daily plan.	Starting in September 2014 and ongoing, teachers will identify daily connections to CCLS.	Assistant principals will monitor and assist teachers in identifying appropriate CCLS as foci in their instruction.
Teachers will revise and consistently use Common Core-aligned rubrics across content areas and create student- friendly versions of the rubrics to facilitate student assessment of their own work and the work of their peers.	All teachers will streamline CCLS-aligned rubrics to be more teachers - friendly and more student-friendly.	Rubrics will be created by October 1, 2015 and used throughout the year.	Coaches and assistant principals will assist departments in designing student-friendly CCLS-aligned rubrics.
To ensure rigorous instruction and high student achievement, supervisors will visit classrooms frequently and provide uniform feedback aligned with the Danielson rubric.	Supervisors will utilize the DOE observation tracker to ensure all teachers are visited regularly and receive uniform feedback.	Supervisors will begin observing teachers in September; observations will be ongoing throughout the year.	Supervisors will be consistently observing teachers and recording these observations in the DOE Advance Observation Tracker.
Students in good academic standing will attend College Now courses at CUNY Baruch College during and after school.	Based on grades and interest, students will be appropriately chosen by guidance counselors and teachers for College Now classes that are held at UNHS and at the Baruch campus.	Qualified juniors and seniors will attend College Now at UNHS and Baruch College in both the fall and spring semesters.	Guidance counselors, teachers, and parents will evaluate and select participants for these courses.

<p>A Speech Communication College Now course will be taught collaboratively by a LaGuardia Community College professor and a UNHS teacher to selected seniors and juniors, including eligible ELLs and SWDs</p>	<p>Based on grades and interest, ELL students will be appropriately chosen by guidance counselors and teachers for the LaGuardia Speech Communication course.</p>	<p>Qualified juniors and seniors will be taking the Speech Communication College Now course in the fall semester.</p>	<p>Guidance counselors, teachers, and parents will determine student eligibility for this course.</p>
<p>The CTE Business classes will be taught by Baruch College faculty to students enrolled in the screened Business program.</p>	<p>Guidance counselors, teachers, the parent coordinator and administrators will recruit students for the screened Business program based on academic success and interest.</p>	<p>College Now courses will be offered at UNHS in the fall and spring semesters.</p>	<p>Guidance counselors, teachers, and families will evaluate and select participants for these courses.</p>
<p>CTE Coding and Game Design courses will be taught by NYU faculty.</p>	<p>Students will be recruited for the CTE Coding and Game Design courses based on academic success and interest.</p>	<p>The Game Design course will be held in the fall semester; the Coding course will be held in the Spring semester.</p>	<p>Guidance counselors, teachers, and families will evaluate and select participants for these courses.</p>
<p>To advance our newcomers in their English language proficiency and help them to better adjust to the new country we will offer a Saturday ESL program where students will be enrolled in the ESL credit bearing course: <i>History of New York City</i>. Students will use articles from Achieve 300 that differentiates their reading level.</p>	<p>All ESL students</p>	<p>ESL Saturday Academy will run December 2014 – May 2015</p>	<p>ESL teachers and AP Catania</p>
<p>To help students who are behind in credits to get back on track for graduation we will offer Saturday Academy that will be taught by UNHS teachers.</p>	<p>Each student will be evaluated by guidance counselors regarding need for Saturday program in order to gain credits for</p>	<p>Saturday Academy will begin in January 2014 and run until June 2015.</p>	<p>Guidance counselors and teachers will identify students in need of PM school.</p>

	graduation; students who need credits will be assigned appropriate PM school classes.		
To increase college readiness, additional classroom sets of laptops, iPads and Elmo projectors will be purchased for students to do research and to type and submit work electronically; teachers will be able to add comments electronically directly on student work for the purpose of revision.	Students in technology courses will be able to use purchased laptops.	A set of laptops will be purchased and prepares for student use by November 2014.	Principal Collins will purchase the classroom set of laptops.
Every marking period, during grade level assemblies, students making honor roll and students with the most improvement towards reaching standards will be recognized and eligible for incentives.	Students in all grade levels, especially SWD, ELLs, and in lowest 3 rd .	Grade-level assemblies honoring student achievement will begin in November and will continue to be held at the end of each marking period.	Guidance counselors and the parent coordinator will organize and hold these grade-level assemblies.
Teachers will use Jupiter Grades to help parents monitor their children's path to approaching the Common Core Learning Standards.	All teachers will learn how to use Jupiter Grades and turnkey this information to students. Parents will receive written instructions about the use of Jupiter Grades via mail from parent coordinator and will have directions posted on our school website.	Teachers will begin using Jupiter Grades starting in September.	Principal Collins, AP Catania, and AP Powell will supervise teacher use and timely updates of Jupiter Grades. Parent Coordinator Lisa Ranson will disseminate information about Jupiter Grades to Parents. Emily Blatt will include a link on school website to Jupiter Grades.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Hire instructional coaches Fay Pallen, Frank Cunningham, Kyle Liao, Shane Purse, Stephen Brodbar
- Utilize CFN coaches Rose Greco and Stacey Bergin.
- Per session for teachers for after school Professional Learning

- Per session for teachers teaching Saturday Academy and ESL program
- Supplies for Saturday Academy
- Purchase Achieve 3000 license.
- Purchase laptop, iPads carts and Elmo cameras.
- Incentives for students.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The Inquiry Team will produce, analyze, and disseminate to teachers data from benchmarks administered four times a year based on the established assessment calendar.

By the end of first semester most of the students will be comfortably using self and peer assessment rubrics for all major assignments/projects/presentations.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We were rated Efficient in all parts of Tenet 5 last year. We believe that we improved to that level because of the following:

- We offered students programs such as advisory, adopt-a-senior mentoring program, and a student government that fostered students’ socio-emotional development.
- Our partnerships with Grand Street Settlement CBO, NYU, Deloitte, College Now, and College Summit offered students unique opportunities that provided motivation to attend school and participate in school academic and extracurricular activities.
- School leaders have fostered the development of a cohesive guidance department that collectively served the needs of our students. Guidance counselors have formed relationships with students on and off their caseload, and the college counselors and social workers further contributed to a collaborative effort that supported student needs whether it be college applications, conduct sheets, managing study groups, SAT prep, research assignments, etc.
- Through professional development and modeling, we have improved the tone and safety of the school inside and outside of the classrooms. According to our learning environment survey, staff, students and parents all feel that UNHS is getting safer. We exceeded our target in safety on the 2013-2014 Learning Environmental Survey.
- Parents had been invited to discuss student progress during C-6 to develop an action plan to support student success.

Interactions among staff and families have been more positive.

UNHS is still struggling to improve student attendance rate to 90%. Our focus this year will continue to improve attendance for many students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To collaborate with colleges and community-based organizations in developing a strategic plan and professional development for all staff on using a wide range of data that addresses students' social and emotional needs and providing timely support to all students which will be evident in improvement of attendance to 87%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> a) Research-based instructional programs, professional development, and/or systems and structures needed to impact change b) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). c) Strategies to increase parent involvement and engagement d) Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
An internal UNHS Learning Environmental Survey will be administered to students, teachers, parents and staff to guide school improvement for the current school year.	All parents, teachers, students will be invited to take the survey.	October 2014	The Inquiry Team will design the survey, analyze and disseminate data to all member of UNHS community.
The School Leadership Team will revise the Parent/Student Handbook and distribute it to all families at the beginning of the school year. The Parent/Student Handbook will be translated into Chinese and Spanish for the school’s English Language Learners population.	All students and parents	Revision: August 2014 Distribution: September 2014	Principal, parent coordinator
The guidance department will monitor students’ progress towards graduation on a consistent and timely basis.	All students will receive specific feedback for success on a regular basis from guidance counselors.	Guidance counselors will begin monitoring student progress in September and continue to do so	Guidance counselors will monitor student progress.

		throughout the school year.	
Grade level student assemblies will be conducted to foster a united community and to recognize students throughout the school that have met or exceeded school behavioral/ academic expectations.	All students with 90% + attendance will be targeted.	Assemblies will be held each marking period.	Guidance counselors, administration, and the Parent Coordinator will organize and run the assemblies.
For students in a good academic standing we will offer wide variety of after school clubs and sports, i.e. dance, yoga, photography, art, cooking, Spanish culture, Chinese culture, music, theater, glee, pin pong, weight room, PSAL basketball, softball, bowling, etc. Students not passing their class(es) will be mandated for after school peer tutoring.	All students	October 2014 – June 2015	Administrators and teachers
Through the received grant, UNHS will implement a peer mentoring program for at-risk students with poor attendance and/or excessive lateness.	All students with less than 90% attendance including ELLs, SWDs, and lowest 3 rd .	The program will begin in October 2014 and end June 2015.	Mentor coordinator, AP, guidance counselors, and parent coordinator will implement and sustain the program.
To increase college awareness we will invite students and their families to participate in college trips within and outside of New York City.	All students and parents will be invited on college trips.	The college visits will be ongoing during the school year, with the first occurring October 2014.	AP, college advisor, parent coordinator and Student Government will plan the college trips and recruit parents and students.
School programmers will schedule a double-period class of college prep instruction for juniors and seniors via the College Summit program taught by the NYU college advisor. Grand Street will co-sponsor an afterschool SAT prep class from March through May to help students prepare for the May 2015 administration of the SAT exam.	All juniors and seniors will participate in the program	The program will be held from September 2014 to June 2015.	The college advisor, AP Guidance, guidance counselors, and English teachers will implement the program.
In collaboration with NYU, Baruch College, and LaGuardia CC we will include variety of rigorous college-level courses as options for students who want advance their college readiness and application status to colleges and universities of their choice.	Students in good academic standing will be considered for these courses.	Courses will run from September 2014 to June 2015	AP teachers and college professors will take part in offering the courses.
We have added Microsoft Office and Entrepreneurship courses for students interested in business to meet the requirements of the CTE program we are initiating.	All students will be invited to take these courses.	Courses will run from September	Business teachers will be responsible for this initiative.

		2014 to June 2015.	
We will continue to reinforce PBIS, a school-wide, consistent, concrete, positive reinforcement system to promote a strong school culture to help students cope with academic and emotional struggles. Parents will be involved in all Tier 2 and 3 interventions.	Administration, guidance counselors, teachers, students, and parents will be targeted for PBIS implementation.	Initial training will occur September 2014. Ongoing PD and student training will take place throughout the school year.	APs, the school dean, and safety committee members will be responsible for ensuring the success of the program.
The Student Government will maintain a school store to redeem UNHS "PBIS tickets" received by students for improvement in attendance, behavior, grades, or other markers of growth.	All students will be able to redeem tickets.	The school store will be open throughout the year.	AP, the school dean, and student council members, will assist in continuing to run the program successfully.
We will implement a three-tiered intervention system to address the attendance support our students need. Tier I will consist of general reminders to be in school on time, with incentives per marking period for perfect attendance. Tier II interventions will include contracts, mandated tutoring, conduct sheets, participation in the mentor program, calls home, wake-up calls, family meetings, FBA/BIP, at-risk counseling.	Students with less than 90% attendance and/or students who are late for school 10% or more of the time will be targeted.	The intervention system will take place September 2014-June 2015.	AP guidance, parent coordinator, attendance teacher, guidance counselors, pupil personnel secretary, and mentor coordinator will be involved in the implementation and sustainment of the program.
We will conduct family conferences at UNHS or in the homes of students whose attendance does not improve with Tier II interventions.	Students exhibiting continued low attendance will be targeted.	Attendance will be assessed weekly.	AP, guidance counselors, attendance teacher and parent coordinator will hold conferences.
Outside agencies/CBOs (Grand Street, Henry Street, Educational Alliance, The Door) will be utilized for support and interventions.	Students with less than 80% attendance will be targeted.	Attendance will be assessed weekly.	Guidance counselors and parent coordinator will contact agencies.
We will provide professional development for classroom management techniques hosted by the UFT, and NYU to support educators' efforts to identify strategies that address challenging and/or persistent behaviors by guidance staff. Students at risk will be presented for discussion and intervention during our weekly PPT	At-risk students will be targeted.	Meetings will be ongoing throughout the year.	Administrators, teachers, paraprofessionals, and guidance counselors will

meetings C6 assignments.			participate in the meetings.
UNHS will improve communication with parents and guardians via school website, Jupiter Grades, the monthly parent coordinator's newsletter, and variety of parent workshops held during PTA meetings in the afternoons and on Saturdays.	All parents and guardians.	An improved website will be shared in October. Teacher pages will be created in November 2014. Parent coordinator newsletters will be ongoing throughout the year.	Parent coordinator, administrators, teachers and guidance counselors.
We will increase the number of community celebrations (multi-cultural events, talent shows, dinners, award ceremonies, science/math fairs and/or field trips) that invite students, staff, and families to improve interactions throughout the community	All students and families will be invited.	Ongoing throughout the year.	Administrators and the parent coordinator will ensure that the celebrations will be held.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Hire a College Advisor
- Hire a Mentor Coordinator
- Incentives: movie tickets, PBIS tickets, school trips, etc.
- Block scheduling available for College Now Classes
- Schedule changes to implement later day program for selected students
- Purchase materials to be used in counseling services
- Stocking and staffing the school store
- Professional development for staff
- Purchase Jupiter Grades and Sharp Schools-new school website.
- Translate and print copies of the Parent/Student handbook for all families
- Teacher per session for after school clubs and sport teams.
- College trips for students and families
- Hire a SAT instructor

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Peer Mentors Grant													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

During the week of January 26, 2015, we will compare the attendance rates of students in the mentoring program with those not in the program. We will look for differences in the rates of individual students and compare this year's attendance rates to last years' attendance rates.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Last year, the Quality Reviewers did not find enough instances of differentiated instruction, support, and multiple entry points to lesson content. According to the report, specific support for Chinese ELLs was observed in mathematics and science classes but not in other classes. Observers in ELA classes saw leveled texts, translations, and paired activities that offered multiple entry points in some ELA classes but not in classes of other subjects. In short, more lesson strategies and activities supporting multiple points of entry are needed. Our focus for this year is to deliver rigorous, CCLS-based instruction, but with the instructional supports and multiple access points needed to ensure academic success for all learners.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To ensure that teachers collaboratively develop and refine unit and lesson plans that emphasize rigorous Common Core Learning Standards-aligned tasks and higher-order skills, and incorporate appropriate supports and extensions in all content areas so that all students have access to the curricula and are cognitively engaged, which will lead a graduation rate of 80%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p><i>Who will be targeted?</i></p>	<p><i>start and end date?</i></p>	<p><i>for implementing and overseeing the activity/strategy?</i></p>
<p>Literacy coach Rose Greco will provide professional learning workshops to humanities teachers in designing CCLS-aligned tasks and providing effective instructional supports to help students master the standards; humanities teachers will turnkey these strategies to teachers of all subjects in subsequent professional learning workshops.</p>	<p>Humanities teachers will initially be targeted for this support; they will then turnkey strategies to all staff.</p>	<p>Rose Greco will begin PD cycle in October; cycle will end in November. Turn-keying will take place in January 2015. Support will be ongoing via assistant principals.</p>	<p>Rose Greco will provide the initial workshops and coaching sessions; humanities teachers will turnkey; supervisors will ensure implementation of strategies.</p>
<p>Mathematics coach Frank Cunningham will provide assistance to math teachers in designing CCLS-aligned tasks and providing effective instructional supports to help students master the standards.</p>	<p>Math teachers will receive this assistance.</p>	<p>Frank Cunningham will begin meeting with teachers in September; meetings will be ongoing throughout the year.</p>	<p>Mr. Cunningham will hold coaching sessions; supervisors will ensure implementation of strategies.</p>
<p>In house professional learning workshops in designing open-ended questions will be offered to provide more access points for students to make their thinking visible.</p>	<p>All teachers will participate in PD on questioning.</p>	<p>Initial PD on questioning will be held in November; PD sessions will be ongoing.</p>	<p>Supervisors will ensure implementation.</p>
<p>Teachers will include five open-ended questions in each lesson plan.</p>	<p>All teachers will include these open-ended questions in</p>	<p>Teachers will begin including five open-ended</p>	<p>Supervisors will look for the open-ended questions in lesson plans of lessons they</p>

	lessons.	questions in each lesson plan starting in October and continuing throughout the year.	observe, assisting in question design during pre- and post-observation conferences when needed.
AP Kelly Powell will provide professional learning workshops in incorporating literacy strategies into each lesson involving text.	All teachers will participate in professional learning workshops on incorporating literacy strategies	Literacy skill building workshops will begin in December and will be ongoing.	Ms. Powell will hold workshops; supervisors will ensure implementation of strategies.
With the assistance of AP Powell, teachers of all subject areas will create a uniform school-wide annotation strategy chart for students to assist them in deciphering difficult text independently.	Teachers of all subject areas will participate in choosing annotation strategies to include on the school-wide chart.	Teachers will create the annotation strategy chart in December and will implement it for the remainder of the year.	Supervisors will evaluate inclusion of strategy chart during classroom observations.
Stacey Bergin will assist English teachers in sub-dividing the ELA CCLS within 9-10 and 11-12 grades in an effort to provide further scaffolding for mastery of the standards.	English teachers will be sub-dividing the CCLS for grades 9-10 and 11-12.	ELA teachers will complete a gap analysis and add to curriculum maps by the end of December; further subdivisions will be completed by the end of February.	Humanities AP Kelly Powell will supervise sub-division of CCLS in ELA curricula.
Student work will be evaluated for the purpose of identifying areas of student need and creating instructional supports and multiple entry points to address those areas.	All teachers will participate in workshops evaluating student work.	Ongoing workshops on evaluating student work will begin in November	Lead teachers will facilitate workshops on looking at student work and supervisors will evaluate implementation of

		and will be ongoing throughout the year.	strategies addressing areas of concern in subsequent observed lessons.
We will develop teachers' abilities by creating effective scaffolds and supports for struggling students, assistant principals will lead teachers in Lesson Studies, for which they will co-design a lesson, observe a class in which the lesson is taught, share feedback, modify the lesson, and observe the lesson implemented in another class.	All teachers will participate in lesson studies.	Initial social studies, science, foreign language, and math lesson studies will take place in November. English and teachers will conduct first lesson study in January.	Assistant principals will facilitate lesson studies and plan for resulting inter-visitations.
The ESL instructor will provide training for teachers on including specific instructional supports for ELLs and SWDs in all unit plans.	All teachers will be expected to incorporate ELL and SWD instructional supports in unit plans.	Teachers will include supports for ELLs and SWDs in all unit plans starting in September.	The supervisors will evaluate SWD, ELL supports included in units.
Teachers will work collaboratively to identify ELL and SWD support and scaffolding in each lesson plan.	Teachers of all subjects will be expected to include SWD and ELL support in each lesson plan.	Teachers will include ELL and SWD instructional supports in each lesson plan starting in Sept.	The supervisors will evaluate SWD, ELL supports included in lesson plans.
AP Powell and ESL teacher Christina Ziotis will provide professional learning workshops on effective ELL supports based on NYSIELLS designations. In addition to mandatory ESL classes, after school and Saturday ESL academy will be offered to newcomers and their parents to help them advance English language skills and to easier adapt to American culture.	All teachers will participate in ELL support workshops. Saturday program will be offered to all ELLs and their parents.	Initial workshop will be offered in January. Subsequent workshops will be held regularly for the remainder of the year. ESL Academy	Initial workshop will be offered in January. Subsequent workshops will be held regularly for the remainder of the year. ESL Academy will run Dec 2014 - May 2015.

		will run Dec 2014 - May 2015.	
With the assistance from NFTE, the business teacher Angela Pizzo will teach a Microsoft Office course to 9 th and 10 th graders to prepare students for rigorous college work. This course will be integrated into humanities, math and science classes and will address CCLS.	9 th and 10 th grade students will take the course.	The course will be held for the entire school year.	Administration will ensure the implementation of the program and the alignment to core subjects.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Instructional coaches: literacy, math, social studies, science, technology
- Teachers and supervisors working per session – ongoing after school professional learning
- Teachers and supervisors per session – Lesson Studies
- NFTE license and instructional materials
- Substitutes for teachers attending outside PD

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

Supervisors will perform formal and informal observations and monitor progress in 3c: Engaging students in Learning; by February, there should be an increase in the number of lessons that included appropriate scaffolds and supports to intellectually engage all learners.

Supervisors will also monitor 1e: Designing Coherent Instruction to observe increase in scaffolds and supports included in lesson design/implementation.

During every semester supervisors will also monitor overall staff ratings in 3b: Using Questioning and Discussion Techniques for an increase in higher-level questions during observations that will be measured by increased Effective rating by 10% in comparison to last year.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

UNHS earned Effective ratings in tenets 2.2, 2.3, and 2.5; we earned a Highly Effective in 2.4. We are excellent in making strategic decisions to organize staff and aligning the budget to support the needs of the students. Although the vision of the school leader is well articulated we need to do more to get a higher commitment level from all stake holders so the students can accumulate more credits, attain higher grades, and achieve better college readiness scores.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To identify and implement teaching strategies reflecting a uniform set of beliefs about how students learn best that will enhance student engagement, achievement, and college readiness, resulting in a 3% increase of credit accumulation for SWD, ELLs, and students identified as Lowest 3rd.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
<p>We will develop a uniform system of assessments based on the CCLS-aligned curriculum maps with a baseline and 4 benchmarks. Instructional coaches will support the development and revision process of the benchmarks. The assessment data will be analyzed with the assistance of the inquiry team and used to inform future instruction.</p>	<p>All teachers will create benchmarks to assess the needs of all students including SWDs, ELLs and Lowest Third.</p>	<p>Benchmarks will be administered on 9/14, 11/14, 1/15, 3/15, and 6/15.</p>	<p>All teachers will design and administer benchmarks. Coaches and APs will evaluate validity and supervise implementation of the exams. Inquiry team will assist in the analysis of the exam results.</p>
<p>To increase our students' college readiness scores, we will increase the number of College Now courses offered via our partnerships with colleges as well as the number of Advanced Placement courses taught by our teachers.</p>	<p>All students earning 75% or higher on the ELA Regents and an 80% or higher on the math Regents will be eligible for College Now/Advanced Placement courses.</p>	<p>AP courses will run from 9/14 to 6/15. College Now courses will be held from 9/14-12/14 and 1/15 – 5/15.</p>	<p>Guidance counselors will determine eligibility. College professors and UNHS teachers will teach the courses.</p>
<p>We will create a CTE program that will develop students' skill computer literacy, as evidenced by student certification in Microsoft Office. Through the CTE program, students will have another option (besides foreign language credits) to earn an Advanced Regents diploma.</p>	<p>All 9th graders and select 10th, 11th and 12th graders will be targeted for the program.</p>	<p>Courses will take place from 9/14-6/15.</p>	<p>Principal Collins</p>
<p>To incorporate arts and physical activities into students' daily routines, we will ensure that our new facilities, the weight and dance rooms, are utilized during the school day for physical education, yoga, and dance classes and after-school clubs.</p>	<p>All students will have access to artistic and physical activities</p>	<p>Activities will be offered throughout the school year.</p>	<p>Art and physical education teachers will organize activities, supervised by</p>

	during and after the school day.		administration.
Teachers will be scheduled so that the library is open during lunch periods and after school daily to facilitate study groups and research.	All students will have access to the library during lunch and after the school day.	Access will be offered throughout the school year during lunch and after school.	Administration
To help our students to be college ready, we will purchase more technology with a goal of creating computer lab in every classroom. We will also hire a technology coach to support teacher development in using technology to enhance their curricula and to improve the understanding of concepts via interactive lessons, videos, clickers for quick assessments, typing reports for faster and easier revisions, and creating and improving teacher websites and blogs.	All teachers will be targeted for professional development in using technology to enhance lessons.	Workshops and coaching sessions will be held starting early October and continuing throughout the school year.	Principal Collins will organize PD and individual coaching sessions with technology coach Kyle Liao. Ms. Blatt, Mr. Czerwinski, and Ms. Pizzo will assist in organizing and maintaining the computer labs.
To ensure that every student has access to college regarding their economic status, we will pay the CUNY application fee for all seniors that on track for graduation.	Seniors in a good academic standing	October – December 2014	Principal Collins
We will offer in-house PDs and outside learning opportunities for teachers with focus on student engagement. In-house PD topics will include updating and aligning curriculum maps to the CCLS, annotating, questioning techniques, lesson study, and modeling. Outside PD topics will include writing quality IEPs with transition and student input, and speech and language development.	All staff will participate in the professional development sessions.	PD will begin in September and will be ongoing.	ESL Coach Fay Pallen, Math Coach Frank Cunningham, and supervisors will organize or hold professional development workshops.
Administrators and programmers will ensure that teachers are programmed for common planning time with co-teachers.	All staff will be programmed for common planning time with co-teachers.	Common planning time will be allotted throughout the school year.	Administration will ensure that programmers include common planning time in teacher schedules.
Teacher schedules will include grade-level meetings focused primarily on addressing the needs of SWDs, ELLs, and Lowest Third students through looking at student work and developing interventions.	All staff will participate in grade-level meetings.	Grade-level meetings will take place from 9/14-6/15.	Administration will support these teacher-led grade-level meetings.

<p>We will use the grant we were awarded to develop a peer mentoring program designed to improve student attendance and increase academic success. We will utilize the Grand Street Settlement Peer Mentoring Program Coordinator to organize and monitor the program.</p>	<p>At-risk students as well as students displaying leadership ability will be chosen for this peer mentoring program.</p>	<p>The peer mentoring program will begin in 9/14 and will continue throughout the school year.</p>	<p>The Grand Street Settlement Peer Mentoring Program Coordinator will work in collaboration with administration and guidance counselors.</p>
<p>We will continue reinforcing the PBIS incentives program to improve school culture and help students develop the executive function that is required of independent adults that will help them to be on track for graduation.</p>	<p>All students will be eligible for PBIS rewards and incentives.</p>	<p>The PBIS program will be held throughout the 2014-2015 school year.</p>	<p>Administrators, deans, teachers, and guidance counselors will implement the program.</p>
<p>We will develop an improved school website that will facilitate communication with parents and students through the posting of student assignments, curricula, homework unit plans, and other instructional materials on teacher pages.</p>	<p>All students and parents will be targeted for communication via the website.</p>	<p>The website will be available starting 9/14. Access will be available throughout the year.</p>	<p>Technology coach Kyle Liao will work with teachers to create and maintain the website.</p>
<p>Guidance counselors, special education teachers, and ESL teachers will develop spreadsheets to track the progress of all students, with particular attention to Lowest Third, males of color, SWDs, and ELL subgroups.</p>	<p>Lowest Third, ELLs, SWDs, and males of color will be tracked.</p>	<p>Progress of these students will be evaluated after each report card.</p>	<p>Guidance counselors, special education teachers, and ESL teachers will create and maintain spreadsheets.</p>
<p>We will create a new after-school program that supports the academic and social and emotional development of all students.</p>	<p>All students will be eligible for after-school programs.</p>	<p>After-school programs will be held throughout the school year.</p>	<p>Teachers will lead clubs and plan activities.</p>
<p>We will organize cycles of lesson studies with a focus on multiple access points for learning, differentiation, and questioning in an effort to increase student engagement. Planned after school by department, lesson studies will require teachers to create subgroups for differentiation based on academic needs of the students in the class utilizing benchmarks, standardized test data, IEPs, ELL</p>	<p>All teachers will participate in lesson studies.</p>	<p>Lesson studies will begin in 11/14 and will continue through 5/15.</p>	<p>Instructional coaches and lead teachers will facilitate the lesson study cycles.</p>

status, and class grades.			
We will establish a uniform set of beliefs about how students learn best through a series of workshops in designing CCLS-aligned tasks, breaking down difficult procedures into more accessible tasks, modeling, questioning, and building literacy skills; we will reinforce these uniform beliefs through lesson study, inter-visitations, and looking at student work resulting from these strategies.	ELA and social studies teachers will be targeted for this PD; they will then turnkey to rest of staff.	Professional development will begin 9/14 and will continue throughout the school year.	ELA and social studies teachers will work with AP Powell and Coach Greco, eventually turn-keying info to staff.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Instructional Coach Fay Pallen, Instructional Coach Frank Cunningham, Achievement Coach Rose Greco, and Grand Street Settlement Peer Mentoring Coordinator will be hired. Per-session will be allotted for lesson study and after-school programs. Per-session must be allotted for programmer to program common planning time and grade-level meetings.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
February 1, 2015 the scholarship report from the first semester will be evaluated by the Inquiry Team and data will be disseminated to the teachers for developing next steps for informing instruction.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the last quality review in February 2013, UNHS received Effective ratings on tenets 6.2, 6.3, and 6.4. We received a developing on tenet 6.5. We achieved Effective ratings because of the following:

- UNHS is excellent at creating a welcoming school atmosphere and fostering feelings of belonging and trust.
- We communicate well with parents via the school website. Jupiter Grades, progress reports, individual calls regarding student needs for academic or social-emotional development, and family conferences.
- We are actively engaged with several community-based-organizations and businesses providing opportunities for our students, parents, and staff to learn new strategies to improve student outcomes.
- As educators, we use data several times a day to determine best practices to improve students’ academic progress and social emotional growth. We post the summary of these findings on the school website, and discuss it at SLT and PTA meetings.

Unfortunately, not enough parents attend SLT and PTA meetings and gain understanding of our data. We need to develop a better way to disseminate data to all parents and help them understand how the data affects the school and their child’s success.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To provide learning opportunities for families to elevate their understanding of students' data that will lead to higher academic achievement and workplace and college readiness, which will be evident in a 2-point increase of parents satisfaction on the 2014-15 Learning Environmental Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will share information regarding students' progress by reaching out to students and families during grade level C6 meetings. Teachers will make direct contact with parents at least 40 minutes per week via telephone, email and/or texting.</p>	<p>All parents will be targeted, particularly those of students at risk of failing classes.</p>	<p>Grade level meetings will begin in October 2014 and will be ongoing.</p>	<p>Administration will ensure that teachers and guidance counselors communicate with parents consistently.</p>
<p>During PTA workshops the Inquiry Team will provide training for parents on using Jupiter grades and parents ARIS link so parents can be better informed about their children performance on a weekly basis.</p>	<p>All parents</p>	<p>During November PTA meeting</p>	<p>The Inquiry Team</p>
<p>Via mail and during parent meetings we will disseminate and teach how to interpret school data in reference to School Quality Report, Quality Review, Learning Environmental Survey, school budget, NYS accountability status, etc.</p>	<p>All parents and guardians</p>	<p>On-going, during PTA meetings</p>	<p>AP Guidance, Parent Coordinator</p>
<p>Guidance staff will work with parents, students and teachers to create an action plan for students in need of academic improvement or those who struggle with social issues.</p>	<p>Parents of at-risk students will be targeted.</p>	<p>Grade level meetings will begin in October 2014 and will be ongoing.</p>	<p>Guidance Counselors will lead teachers in developing action plans.</p>
<p>During all meetings with parents we will provide bi-lingual Spanish and Mandarin translators. All outgoing mail to parents will be translated into their native languages.</p>	<p>Bilingual families</p>	<p>Ongoing</p>	<p>Bilingual teachers</p>
<p>We will create a calendar of school events for families. We will distribute the calendar to all families via students' backpack and</p>	<p>All families will receive</p>	<p>Calendar will be distributed</p>	<p>Parent coordinator will work with AP</p>

post it on the school website to ensure all stake holders are aware of all school and community events. Better, more effective newsletters, phone messages, and website will be developed.	calendar, newsletters, and information about the new website.	at the start of the school year; newsletters and information on websites will be ongoing	Guidance and counselors to choose info to include.
We will offer college readiness and job skills workshops for parents to be facilitated by CBO, and UNHS staff. College counselors will lead workshops for parents with the focus on students' college admission process including financial aid opportunities.	All parents will be invited.	Workshops will be held in October and February.	College Advisor Cho will facilitate these workshops.
We will revise the Parent/Student Handbook with a group of parents, teachers, students and administrators in the summer of 2014. They will be distributed to all families at the beginning of the school year. The handbook will be translated into Chinese and Spanish for the school's ELL population.	All community stakeholders will be asked to participate in revision of handbook.	Revisions will be made in July and August 2014.	Administrators will lead revisions.
We will conduct an Internal UNHS Environmental Survey administered to all students in October to determine their wants and needs to create a school improvement plan.	All students will take the survey.	The survey will be administered in October.	The inquiry team will analyze and share data; faculty will create action plans to address needs articulated through the survey.
We will invite parents to community celebrations (multi-cultural events, talent shows, dinners, award ceremonies, science/math fairs and/or field trips) that include students, staff, and families in an effort to improve interactions amongst the community.	The entire school community will be invited to participate in these events.	Events will occur monthly <i>throughout the year</i> and will include college trips, plays, museums, Broadway, water testing in the Hudson, NY Historical landmarks and other content-based trips.	The parent coordinator will work with administrators, teachers, and the student council to plan trips.
We will establish better communication with parents and guardians via school website, Jupiter Grades, the monthly parent newsletter, school webmaster, and monthly workshops. Teachers will provide parents with additional information on students' performance via Jupiter Grades to support transparency between home-school links.	The entire school community will be targeted for this communication	Communication will begin in August and will be ongoing.	Emily Blatt-webmaster, Tech Coach Liao, the parent coordinator will work to provide this communication.
We will organize a retreat for parents and staff with the focus on community building and sharing data effectively.	All parents will be invited to the retreat.	The retreat will take place in April 2015.	Parent coordinator Lisa Ranson, PTA president Millie Arcila Gchanglerth, Principal Collins,

			and assistant principals will plan and hold the retreat.
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Sharp Schools Website purchase
- Jupiter grades purchase
- School messenger
- Retreat location and hours
- Workshops for parents
- Teachers and supervisor per session for evening events, meetings with parents and translation/interpretation.
- Teacher per session for handbook revisions and translations
- Technology Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

TL and Title I Translation allocations

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

At the end of every semester, the PTA and SLT members will reflect on parental involvement and include arising parent needs and requests to include in the calendar of events.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. 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 Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
English Language Arts (ELA)	Regents scores, NYSESLAT scores, class grades, teacher recommendation, parent concern, student concern	1. Teacher tutoring 2. Peer tutoring 3. Integrated co-teaching in classes with students with IEPs 4. Inclusive co-teaching targeting ELLs 5. Explicit teaching of literacy strategies 6. Regents prep classes 7. Related services for students with disabilities, including speech and language therapy, academic counseling, and special education support services 8. Achieve3000, a differentiated reading program to support instruction in ELL classes 9. Technological aids in the classroom 10. ESL after-school and Saturday programs 11. SAT prep	1. One-on-one and small group 2. One-on-one and small group 3. One-on-one and small group 4. Small group and whole group 5. Whole group 6. Whole group 7. Small group, whole group, and one-on-one 8. Whole group with individualization 9. Small group, whole group, and one-on one 10. Whole group 11. Whole group	1. Before, during and after school day 2. After school day 3. During school day 4. During school day 5. During school day 6. During school day; Saturdays 7. During school day 8. During school day 9. During school day 10. After school day and Saturdays 11. After school day
Mathematics	Regents scores, class grades, teacher recommendation, parent concern, student concern	1. Teacher tutoring 2. Peer tutoring 3. DeltaMath.com: Instructional videos, examples, and practice problems with immediate feedback 4. Credit recovery and blended learning	1. Small group and one-on-one 2. One-on-one 3. Whole group, small group, and one-on-one 4. One-on-one	1. Before, during, and after school day 2. After school day 3. Before, during, and after school day 4. Before, during, and after school day
Science	Regents scores, class grades, teacher recommendation, parent concern, student concern	1. Teacher tutoring 2. Integrated co-teaching in classes with students with IEPs	. Small group and one-on-one 1. Before, during, and after school day 2. During school day 3. During school day	

		<ul style="list-style-type: none"> 3. Inclusive co-teaching targeting ELLs 4. Explicit teaching of document analysis and test-taking strategies 5. Use of technology (SMART boards, iPads, laptops, virtual labs, content videos, computer labs, ELMOs) in the classroom to enhance lessons and to facilitate teacher modeling of reading and writing strategies 6. Literacy strategies (graphic organizers, previewing texts, previewing new vocabulary, high frequency word list, word walls, repeated readings) 	<ul style="list-style-type: none"> 4. During school day 5. During school day 6. During school day 2. Whole group, small group, and one-on-one 3. Whole group, small group, and one-on-one 4. Whole group, small group, and one-on-one 5. Whole group, small group, and one-on-one 6. Whole group, small group, and one-on-one 	
Social Studies	Regents scores, class grades, teacher recommendation, parent concern, student concern	<ul style="list-style-type: none"> 1. Teacher tutoring 2. Integrated co-teaching in classes with students with IEPs 3. Inclusive co-teaching targeting ELLs 4. Explicit teaching of document analysis and test-taking strategies 5. Regents prep classes 6. Related services for students with disabilities 7. Technological aides in the classroom 	<ul style="list-style-type: none"> 1. Small group, one-on-one 2. Whole group, small group, one-on-one 3. Whole group, small group, one-on-one 4. Whole group, small group, one-on-one 5. Whole group 6. Small group, one-on-one 7. Whole group, small group, one-on-one 	<ul style="list-style-type: none"> 1. Before, during, and after school day 2. During school day 3. During school day 4. During school day 5. During school day 6. During school day 7. During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselor concern, teacher recommendation, parent concern, student concern	<ul style="list-style-type: none"> 1. Peer mentoring program 2. Student government 3. Small group/individual counseling 	<ul style="list-style-type: none"> 1. Small group 2. Small group 3. Small group, one-on-one 	<ul style="list-style-type: none"> 1. During school day 2. During and after school day 3. During school day

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School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	304	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				36
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	N/A	# Drama
				N/A
# Foreign Language	17	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.2%	% Attendance Rate	86.0%
% Free Lunch		86.0%	% Reduced Lunch	5.0%
% Limited English Proficient		28.1%	% Students with Disabilities	27.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	25.1%
% Hispanic or Latino		38.8%	% Asian or Native Hawaiian/Pacific Islander	32.8%
% White		2.7%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.82	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.7%	Average Teacher Absences (2013-14)	7.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		37.8%	Mathematics Performance at levels 3 & 4	51.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		89.6%	% of 2nd year students who earned 10+ credits	77.3%
% of 3rd year students who earned 10+ credits		79.2%	4 Year Graduation Rate	80.3%
6 Year Graduation Rate		81.8%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	N/A
Economically Disadvantaged		YES		

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School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	304	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				36
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	N/A	# Drama
				N/A
# Foreign Language	17	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.2%	% Attendance Rate	86.0%
% Free Lunch		86.0%	% Reduced Lunch	5.0%
% Limited English Proficient		28.1%	% Students with Disabilities	27.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	25.1%
% Hispanic or Latino		38.8%	% Asian or Native Hawaiian/Pacific Islander	32.8%
% White		2.7%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.82	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.7%	Average Teacher Absences (2013-14)	7.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		37.8%	Mathematics Performance at levels 3 & 4	51.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		89.6%	% of 2nd year students who earned 10+ credits	77.3%
% of 3rd year students who earned 10+ credits		79.2%	4 Year Graduation Rate	80.3%
6 Year Graduation Rate		81.8%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	N/A
Economically Disadvantaged		YES		

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. To recruit teachers, we have extensive partnerships with New York University that include student teaching opportunities and recruitment of exceptional NYU Education students. In addition, our current teachers visit their former colleges and request the names of highly qualified education students. 2. We assign courses to teachers based on license, experience, strengths, and interests. We also consider personalities and mutually beneficial contributions when forming co-teaching partnerships. 3. To support teachers, we offer a high quality mentoring program, co-teaching assignments, common planning time, extensive professional development, and assistance in curriculum mapping and unit planning. 4. We have developed a school community, giving teachers leadership roles within the community to hone leadership skills and gain empowerment.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
See section 5C pp. 22-26

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing

ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

At the beginning of the school year all teachers revisited and revised the school-wide grading policy that includes 50% product and 50% process. To accurately measure students' progress towards meeting CCLS and Regents and college readiness, teachers developed a system of four benchmarks (see section 5D, p. 29. Professional Development for teachers on formative and summative assessments is provided throughout the year, and that includes recent research assessment methodology and best practices to assess students' knowledge, examining students' work, etc. (see section 5C p. 24, 25).

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$143,589	X	11, 14, 18, 23, 24, 26, 30, 31, 35
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$71,357	X	11, 13, 14, 18, 36
Title II, Part A	Federal			

Title III, Part A	Federal	\$11,200	X	13
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$85,675	X	18, 24, 25

¹**Explanation/Background:**

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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

UNHS School-Parent Compact

University Neighborhood High 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.

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 to students 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. SLT and PTA meetings will take place the third Wednesday of the month. The schedule can be adjusted for school non-attendance days. Meetings will focus on how parents and teachers can work together to monitor a child's progress in order to improve student achievement.
3. A PTA workshop where parents can network and receive training on navigating the New York City - DOE website (ARIS, Jupiter Grades & Sharp Schools) will be held during the fall term of 2014-2015.
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 four 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 ARIS, Sharp schools, 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 2014-2015.

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:
 - e) The school will provide high quality curriculum and instruction by hiring highly qualified teachers that meet NCLB Title 1 requirements.
 - f) 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.
 - g) Curriculum and instruction will be rigorous and designed by staff in a collaborative fashion and with the guidance of in house professional development, regional resources, and privately contracted educational entities, as well as our partnership with New York University, to ensure that instruction is differentiated to meet the varied skill levels of the students. Students identified as at risk will receive academic intervention for 30 minutes five times per week during lunch or after school. Students with high academic standing will be offered the opportunity to take college courses at CUNY Baruch College, BMCC, and LaGuardia CC during and after school.
2. Provide parents with reports on their child's progress. Specifically, we shall furnish the following types of reports:
 - d. The school will provide parents with a Jupiter grades password to the on-line grading book to track their children's ongoing progress through graduation as well as receiving report cards 6 times a year.

- e. In addition, parent teacher conferences will be held four times per year during assigned dates, as set forth in the NYC DOE school calendar.
 - f. 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.
- c. 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 of events for parents will be created and shared with all members of the UNHS community.
5. Hold a meeting in the fall to inform parents of this school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. UNHS will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. This school will invite all parents, and will encourage them to attend.
6. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
7. Upon request, school-based inquiry teams will provide pertinent non-confidential information about school data and how it is used to best serve our student population.
8. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. Our school will respond to any such suggestions as soon as is practicably possible.
9. A Senior Letter Contract will be disseminated during the October 6th PTA conference on October 6th 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:

5. Be in school every day and on time.
6. Do my homework every day and ask for help from teachers, parents or peers when necessary.
7. Read at least 30 minutes every day outside of school time.
8. Give our parents all notices and information received by me from my school.
9. Engage in extra-curricular activities, such as clubs, sports, or student government.
10. Promote a positive tone within the school building through my words and actions.
11. Not engage in physically destructive acts such as graffiti writing or destroying school property.
12. 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.
13. Follow school rules and DOE discipline codes.
14. Promote a safe and effective learning environment for all students.
15. Participate in afterschool peer tutoring /mediation program.
16. Respect all members of the UNHS community, including fellow students, teachers, staff, parents, etc.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 01	Borough Manhattan	School Number 448
School Name University Neighborhood HS		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Elizabeth Collins	Assistant Principal Patricia Catania
Coach Shane Purse	Coach Fay Pallen
ESL Teacher Linda Wang, Christina Ziotis	Guidance Counselor Irma Suarez
Teacher/Subject Area Jean HoWright/Math	Parent Alexa Rodriguez
Teacher/Subject Area Lauren Gully/Social Studies	Parent Coordinator Lisa Ranson
Related Service Provider Danielle Rizzi	Other type here
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	304	Total number of ELLs	88	ELLs as share of total student population (%)	28.95%
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Part II: 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										20	25	29	18	92
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	20	25	29	18	92

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	12
SIFE	6	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	12

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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0									0
Dual Language	0									0
ESL	69	6	2	11	0	5	8		3	88

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	69	6	2	11	0	5	8	0	3	88
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	5	3	3	15
Chinese										17	15	26	15	73
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	21	20	29	18	88								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										11	17	9	4	41
Intermediate(I)										3	8		13	24
Advanced (A)										5	5	5	2	17
Total	0	19	30	14	19	82								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

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 (SWD)					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 (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	60	0	10	0
Integrated Algebra	17	60	12	54
Geometry	11	0	4	0
Algebra 2/Trigonometry	35	0	7	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	14	0	3	0
Earth Science	2	39	2	16
Living Environment	18	50	8	41
Physics	0	0		
Global History and Geography	15	41	8	30
US History and Government	9	27	4	18
Foreign Language	0	55	0	51
Other _____				
Other _____				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the LAB-R, NYSESLAT, Achieve3000, a school-made ESL benchmark exam modeled after the NYSESLAT (given quarterly) and QRI (when necessary), writing samples, and conference notes to determine early literacy skills of our ESL students. The data collected and analyzed from these assessments informs UNHS's instructional plan as to the focus of our stand-alone ESL courses and the type of

support the ESL teacher should provide for our push-in to content classes. We have from beginner ELLs at the Preprimer level to ELL students who have passed the ELA Regents. These varied groups require very different teaching methods and content materials.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the LAB-R and NYSESLAT, we have 87 ELLs: 42 beginners, 28 intermediates and 17 advanced. The NYSESLAT shows that our students score better in the listening and speaking sections of the NYSESLAT, except for 3 students. Although they score better and may understand what is said to them, they struggle with verbalizing responses in complete sentences. Beginners and some intermediates scan the area for a Chinese speaker to assist them before they attempt to answer in English. We are persistent in encouraging students to try to speak in English. Data patterns observed on the Lab R and NYSESLAT proficiency levels show that all but 2 of our students (3%) perform the same or better on the listening and speaking than on the reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In conjunction with NYSESLAT results for listening/speaking and reading/writing, benchmark exams, writing samples, verbal presentations and Achieve3000 data, we program students according to ESL levels and the specific strengths and needs of the individual students. Each teacher develops a goal tied to the NYSESLAT for each class. Each student writes a personal growth goal in advisory class that is reviewed with each benchmark exam/report card and analyzed for revisions.

4. For each program, answer the following:
 - a. 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?

ESL only: ELLs perform significantly better on exams in their native language for both Regents and classroom exams. 17% of the ELLs passed the ELA Regents, which is given only in English. 86% passed Algebra in their native language. The pass rate for Geometry, which does not have translations, was only 36%. On Living Environment, the students who took the exam in English passed at a rate of 38%, and those who took the exam in their native language had an 82% pass rate. These grades are similar for all exams; ELLs who choose to take the exams in their native language significantly outperform those who take the exam in English. The administration and inquiry team analyze the results of our school-wide benchmark exam to inform instruction in ESL classes and in all classes to support the needs of ELLs. We noticed that many ELLs also perform better when they have some translation support. Key words are translated to support understanding. Students have access to the teachers' Powerpoints and use Google Translate when appropriate to support student understanding.

We have beginner, intermediate and advanced students in 9, 10, 11, and 12 grades. In 9th grade there is a total of 20 ELLs-- 11B, 3 I and 5 A; in 10th grade there are 17B, 8 I, and 5 A; in 11th grade 9B, 4 I, and 5A; and in 12th grade, there are 4B, 13I, and 2A. Because our ELLs are distributed across all grades, beginners and intermediates receive stand-alone ESL classes which include basics such as the alphabet and letter sound correlations, Achieve 3000 for reading comprehension, and writing and speech communications.

School leadership and teachers analyze data from our quarterly, NYSESLAT-like benchmark exams which include reading, writing, speaking and listening, to inform instruction. Through thorough analysis of these tests, we were able to determine that we needed more basic classes to support the needs of our ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

UNHS uses benchmark data, writing samples, classwork grades, presentations, report grades, Achieve3000 and teacher observations to determine which students are not making adequate progress. Struggling ELLs are placed with the strongest ESL teachers for AIS. The ESL teacher consistently monitors students and develops an improvement plan which has included the use of Achieve3000, homework help, Saturday academy, library trips, shared reading, guided reading, conduct sheets (if poor attendance and/or lack of work are issues), counseling (to discover the root of the problem), and parent meetings. Records are kept to record the students' progress, and the plan is reviewed monthly.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All students take at least one period of Native Language Arts. We have determined through reviews of research, teacher observations and all testing data that most students are able to transfer skills learned in their native language to learning English. When ELL students are confused in English, we have found that informal "turn and talk" in their native language, keyword translations and interpretations are very helpful. ELLs are given access to ipads, where they use Google Translate to support their concept development in both English and their native language. "Turn and talk" is used in English and/or Native language by all teachers, with the summary/share back in English.

7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success for ELLs is evaluated through improvement in benchmark exams, credit accumulation, progress on NYSESLAT, pass/improvement on ELA Regents, and meeting AYP. All students are evaluated on being on track for earning at least 5 credits a semester. Students at risk for not achieving any of these goals are discussed at C-6 grade level meetings where an action plan for improvement is created and implemented. This plan may include the use of Achieve3000, homework help, Saturday academy, library trips, shared reading, guided reading, conduct sheets for students with poor attendance or inconsistent work, counseling to discover the root of the problem, and parent meetings. Records are kept to record the students' progress and the plan is reviewed monthly. Last year we did not meet AYP in ELA for ELL's subgroup. By hiring a highly qualified ESL teacher and analyzing data and targeting specific skills we were able significantly improve our scores.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When we enroll students new to the NYC school system, the Home Language Survey is administered to parents with the students by one of our licensed ESL teachers, Linda Wang, the Chinese ESL teacher, or Jessica Lopez, the ESL/Spanish teacher. The Spanish-speaking paraprofessionals (Perez, Duarte, Rodriguez), school aides/secretaries (Maldonado, Fragliossi, Morales), and the Chinese paraprofessionals (Kong, Michener) also help communicate with the parents who speak Chinese and Spanish. This is done the first day the parent arrives with his/her child. The teachers interview the parents with a translator when needed and make the determination of whether the student is eligible for testing.
The LAB-R results are used to determine ESL eligibility. 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 per week. In September, all ESL teachers review the RNMR report to see what modalities need to be emphasized and where the strengths of the students lie. The Spanish Lab is administered by Jessica Lopez within 10 days of the student's entrance into UNHS. The DOE interpretation department at (718) 752-7373, ext. 4 is used when a student whose language no one speaks at our school starts attending.
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.
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 occurs. The parents are given time to view the NYCDOE video on the OELL website that explains their program choices. If not, parents are given the option of returning by appointment to view this video at their convenience or to take the DVD home to view it. Parents also receive the NYCDOE brochure explaining their program choices of TBE, Dual Language and ESL, and the ESL coordinator, Linda Wang, and counselor explain students' choices and answer questions the parents may have. Once parents have viewed the video 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 LAB-R is administered and hand-scored by Linda Wang, ESL/Chinese licensed Teacher and ESL Coordinator. Results are entered into ATS. It is always completed within 10 days of the student's first entry into NYCDOE schools.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
UNHS ensures that entitlement letters and the Parent Survey are given to the parent when they enroll their child in school. Ms. Wang, our ESL coordinator, collects the Parent Survey at the time of enrollment. Ms. Wang gives the completed forms to the Pupil

Personnel Secretary to secure in the student's permanent file in room 301. If parents 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 from them, the ESL coordinator follows up by phone or, if necessary, a home visit is conducted to obtain this form. Parents are advised that if they do not complete this form, the default choice is a TBE program. Generally the parents choose an ESL program that is available at UNHS. We do not have sufficient numbers of students in a particular grade to offer a TBE. If parents want their child to enroll in a TBE, our parent coordinator helps them with the transfer process by contacting the enrollment center for ELL transfers and finding out options that best fit the student. Continued entitlement letters are distributed and collected by Ms. Wang in the fall when the NYSELAT scores from the previous May are released.

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. 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. After the students are tested, Ms. Wang gives the LAB-R score to Ms. Fragliossi to enter into the ELPC screen in ATS. The Chinese or Spanish ESL teacher interviews the families in their native language. If a student with a language no one at the school speaks comes to UNHS, we utilize the interpretation services through the DOE at (718) 752-7373, ext. 4.
- 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. Ms. Wang, ESL Coordinator, distributes via mail or in person a letter of entitlement to the parents, which informs the parent of whether their child's LAB-R score entitles the student to ESL services.

Placement letters are collected by Ms. Wang and delivered to Ms. Fragliossi to store in the student's permanent file. 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 parents' choice.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- We use the RLER report from ATS to determine the students eligible for the NYSESLAT. This list is cross checked by the ESL teachers (Lopez, Wang, Ziotis, Wright), guidance counselors (Suarez and Chu), and assistant principal Patricia Catania. The speaking portion of the NYSESLAT is administered the first week it is available. The list of NYSESLAT eligible ELLs is split among Wang, Ziotis and Lopez. A spreadsheet is created to record all students' completion and scores. Teachers create a calendar of when each student will be administered the speaking portion of the NYSESLAT. The language paraprofessionals make phone calls home reminding the parents of the exact day of the NYSESLAT. News of the NYSESLAT is sent to parents in their preferred language, included on universityneighborhoods.com website (which is translatable), included in the Parent Coordinator Ranson's newsletter, and phone messengered home. Students missing the exams receive follow-up phone calls home by the language paras or ESL teachers.
- The reading, writing and listening sections of the NYSELAT are given at the same time to all eligible students, during the first few days of the testing window. Students are told in class of the upcoming NYSESLAT, letters are sent home in the native language informing parents of the exam and the phone messenger reminds families of the upcoming NYSESLAT exam in the parents' preferred language. Students who are absent for the exam receive phone calls home by the paras or teachers to remind them of the missed exam and to come to school the next day to make up the exam. Make-ups are done by Ms. Wang our ESL coordinator during the testing window.
6. 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.) 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. 
- Over the past few years, the trend is that our parents choose free-standing ESL, so that is what we offer at UNHS. The continuing students, most of whom enter from middle school already entitled, are all currently enrolled in ESL 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 after-school 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. ESL Coordinator Ms. Wang and the pupil personnel secretary note the choices of the parents. We have only sent one family away in the past 3 years because they wanted a TBE Spanish; we only have a total of 15 Spanish speaking ELLs in grades 9-12 and could not accommodate their request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instruction is delivered through a push-in co-teaching model and a self-contained pull-out class. Beginner/Intermediate ELL students receive one or two free-standing ESL classes. Most beginner ELLs move together in a block with a language paraprofessional so that an ESL teacher can push into the content classes. The advanced students are programmed with at least one ESL class per day and are programmed individually to meet their specific ESL and credit needs for graduation.

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)?

The programmers, guidance counselors, and the assistant principal of ESL meet to discuss the needs of each individual ELL student at UNHS. Students' transcripts, NYSESLAT scores, and teacher recommendations are used simultaneously to determine the classes the students need, and they are programmed accordingly. ELL student records and grades are reviewed by the guidance counselors 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, 225 minutes per week. 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 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, both taught by licensed ESL teachers. All Native Spanish-speaking and Chinese-speaking students receive NLA one period per day. Each period is 225 minutes per week. Beginners receive at least 3 periods or 675 minutes per week of ESL. Intermediates receive 2 periods or 450 minutes per week. Advanced students receive 1 period or 225 minutes per week. Every student in UNHS receives at least one ELA period a day or 225 minutes per week. If students need additional credits in ELA, or extra support in ELA if they are ELLs, and their program allows, we schedule them for a second ELA period.

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 foster language development and meet the demands of the Common Core Learning Standards.

As a small school with only a free-standing ESL program, the language of instruction in all classes is English. All lessons are differentiated for ELLs. The teachers scaffold instruction for the different proficiency levels including level texts, guided reading, jigsaws, etc. Native language supports are added to word walls in all classrooms, translated on texts and verbally discussed with the assistance of language paraprofessionals and bilingual teachers. 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 SmartBoards so the content is written, projected in English and student's native languages. Although generally only spoken in English. Analysis of our ELL assessment data occurs at grade level meetings, by ESL teachers, by the LAP team, and by the inquiry team to discover patterns and synthesize their use in daily lessons.

Materials used in the ESL program include articles from Achieve 3000, NY Times Articles, a variety of books on varying levels to meet the needs of each student, and NYSESLAT review books. Students use ipads for research, writing essays, and making presentations.

There is pattern of stronger development in listening and speaking and students' struggling with reading and writing 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. Every lesson in every content area is CCLS aligned. Teachers have been trained to incorporate reading, writing, listening and speaking into every lesson.

In addition, the ESL and ELA teachers have developed curricular activities that allow students to use their proficiency in the 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 be the focus of a written essay.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All ELLs are appropriately evaluated by our bilingual ESL teachers, Ms. Wang in Chinese and Ms. Lopez in Spanish and their levels in their native language are recorded and shared during C-6 meetings. 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 considerably lower levels with most being pre-primer- grade 2.

All ELL students are offered Regents in their native language when available. All ELLs and former ELLs are given bilingual glossaries for all exams. All benchmark exams are translated into Chinese and Spanish as needed. Most classroom tests are translated, and all students always have access to bilingual glossaries and dictionaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The quarterly benchmark exams include listening speaking, reading and writing. Additionally, all teachers are required to include at least one presentation each marking period to ensure students are able to present their research findings to the class. Our benchmark exams include reading comprehension and speaking. Teachers keep a running record of listening and speaking skills to track and target specific skills such as speaking in complete sentences, vocabulary development and usage, voice and mechanics. Additionally, weekly quizzes and monthly exams/projects track academic progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 our after-school Title III program. Their records are reviewed in Advisory/Leadership class and by guidance counselors. Counseling is offered as needed.

b. Our ELL students with 0-3 years of ESL service receive extensive ESL support in ELA through a co-teaching model and receive two periods of ESL classes to ensure they are getting the basics that they need and are using all four modalities. Students will read and write, but also practice pronunciation, recite poems that they will analyze, and perform poems they write. 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 (Smartboards 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. Our entitled students who have between 4-6 years of service receive 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 and connected to the ELA Curriculum, which is CCLS aligned. The curriculum is supplemented with a short story 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 with native language supports) that students need to be successful in their content. The Noteworthy series and Achieve3000 writing section are also used to support the development of the writing process.

d. Long-term ELL (LTE) 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 ESL program with curricular activities designed to enhance their test taking skills and to develop their reading comprehension and writing and organization of writing skills. 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. Five of our long term ELLs are also SWD and should be x-coded as their skills in English have far surpassed their skills in their native language. Of these five, none had attended school in their native language and therefore do not read or write in their native language.

All former ELLs (within 3 years) are given 1.5 time, translated versions of exams and bilingual glossaries and dictionaries. For the English Regents, the ELLs and former ELLs receive a third read of the listening portion of the exam

7. 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?

We have only ESL programs at UNHS (no TBE). ELL Students with IEPs (14) receive ESL services as mandated by their NYSESLAT score and supported by their IEP and as written in their IEP goals. Many of the ESL strategies are similar to the Special Education strategies, which leads to well scaffolded lessons with multiple entry points. All lessons are written with the ELA CCLS. Achieve3000 is used as a support in all subjects. Other strategies used in the ELL-SWD classrooms include graphic organizers, clear instructions, group work, color coding, vocabulary development, and short targeted small group instruction.

All teachers use key words in native language to support concept development. Teachers and students have access to ipads that are used to translate words or sentences when students are confused. Stronger ESL students and former ESL students are paired with lower level ELLs to support language and concept development. All students are exposed to grade level materials. ELL-SWDs are furnished with scaffolded materials to help them access the content. ESL and SE teachers work in conjunction with the content teachers to appropriately differentiate all lessons ensuring for all learners have access to the material.

Only one SWD/ELL is a beginner, so he also takes one free-standing ESL class in addition to ICT classes for ESL and SWD. Special education students receive integrated co-teaching services in their major subject areas in addition to participating in the ESL program. Five of our 14 SWD/ELL students should be x-coded as they have had 9-12 years of ESL service and started NYC public schools in kindergarten. All five are proficient in listening and speaking and advanced or intermediate in reading and writing.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All ELL SWD have their needs met through integrated co-teaching per their IEP. All students are programmed individually to meet their specific programming needs. Some ELLs travel in a group for native language support from one another and language paraprofessionals. Additionally, all ELLs and IEP students are mandated to attend AIS after-school for small group tutoring. We have only one beginner ELL-SWD student. He receives ICT for ESL, per his IEP and stand-alone ESL classes.

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:	Chinese/Mandarin		
Social Studies:			
Math:			
Science:			

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

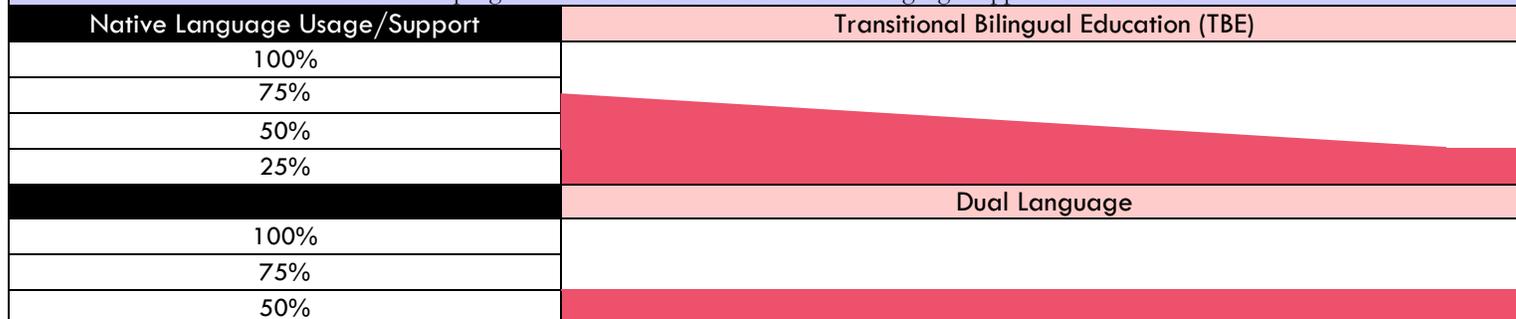
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language 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.



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

9. 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.

Targeted instructional interventions for beginners include two periods of ESL, plus one co-taught class. Math for 9th graders 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.

All ELA ESL classes have a bilingual paraprofessional in the classroom. The teachers differentiate lessons to ensure all students have access to the content. Content material is differentiated and taken from different texts via the Internet and a variety of paper sources. Students have access to laptops for translation and research.

The bilingual math teacher also teaches the upper classman students who have failed the Algebra Regents so she can address their academic and language needs. She utilizes the Making Math Accessible to English Language Learners from WestEd to support language development in the math classroom.

All social studies content material is differentiated and taken from different texts via the Internet and paper resources. Teachers translate keywords on power points in the native language. Students have access to ipads for translation and research.

All science ESL classes have a bilingual paraprofessional in the classroom. The teachers differentiate lessons to ensure all students have access to the content. Content material is differentiated and taken from different texts via the Internet and a variety of paper sources. Teachers translate keywords on power points in the native language. Students have access to ipads or laptops for translation and research.

Tenth graders receive ESL services in ELA and during stand-alone ESL classes. Eleventh graders receive ESL services co-taught in US History and during stand-alone ESL classes. Twelfth graders are taught Economics and Participation in Government by a bilingual social studies teacher and during stand-alone ESL classes. All beginners and intermediates receive additional ESL services in a self-contained mixed-grade model. A language paraprofessional or bilingual teacher 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. Again, there is an emphasis on the use of technology and visual aids in all classes.

Since we do not have a formal bilingual program currently, native language is used in 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. Teachers also develop bilingual or trilingual word walls as needed. Teachers incorporate key words in Chinese in Powerpoint presentations, and post their powerpoints so students can use google translate on their ipads to support concept development in their native language. Every classroom has six ipads for student use. Students use the ipads to conduct research, create presentations, and utilize translation capabilities, among other applications.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program for ELLs is effective in increasing their scores on the NYSESLAT, improved percentage of students earning 10 credits or more per year, and improved benchmark exams and writing scores. We are still struggling to have more ELL students pass the ELA Regents especially with above a 75% to show mastery. All teachers utilize native language "turn and talks" to deepen concept development. Language paraprofessionals help monitor accountable talk in the native language.

The newly added ipads are used as a regular part of instruction have increased work production and improved the quality of the work students produce in all subject areas, but particularly in social studies, where each table group has access to the ipads at all times. Social studies classes are often our co-taught classes, so the ESL/Bilingual teacher is able to engage native language support while integrating ESL strategies into the social studies curriculum. Students are also becoming more technologically savvy

and are able to email projects and homework to teachers.

In science, teachers are translating key words into Chinese, utilizing the reference tables in the students native language, using Regents questions from former Regents exams in the native language to support transference of concepts. Students sit in heterogenous groups taking into account English language acquisition and content ability in order for students to support one another's learning.

Our bilingual math teacher, Ms. Ho-Wright, supports our math department by translating keywords and is available for all ELLS struggling in math after school from 2:36- 5:00 Tuesday, Thursday and Friday. She is also co-teaching the Saturday ESL program. The ESL AP is supporting the math department by coplanning lessons to integrate ESL strategies into each lesson plan.

11. What new programs or improvements will be considered for the upcoming school year?

New programs: We have expanded our Achieve3000 membership to include the science section in addition to the current events, social and literature themes we used in the past. Achieve3000 allows all teachers to 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 students 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 the 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 Powerpoints have the added benefit of having what the teacher is saying also written on the board in the Powerpoint presentation. The combined verbal and visual language increases the ELL student's engagement and understanding.

We also added Compass Learning to our repertoire. We also added an 'Additional Credits Saturday' Explore NY course for ELLs. This will help them learn to research NYC landmarks and parks, make presentations, plan and take trips, and write reflective journals. We had a short Saturday program a few years ago that was very successful but had to be scaled back due to budget restrictions. The Saturday Program helped the students with English, math writing skills and the completion of projects. Students were given time to use computers when applicable. We are happy to re-instate Achieve3000.

12. What programs/services for ELLs will be discontinued and why?

We have discontinued Classlink because the progress of students was 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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 classes for beginners (and some intermediates). ELLs are expected to read and deconstruct complex texts. 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 after-school. After-school programs that are available for all students including ELLs are dance, SAT prep, and credit recovery in math, English, science, and social studies. Additionally, Title III is available for ELLs only. After-school, 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 also received the "Additional Credit Accumulation Opportunities for ELLs Grant" which will incorporate Compass learning online, Saturday programs and additional after-school hours. All ELLs were invited to attend the Title III after-school program and the "Additional Credits Saturday Program."

ELLs are in college bound courses. They are on the bowling team and other teams. They take electives and are given equal access to all courses. Our ELL students are well integrated into our school community.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We also updated our Smartboards. Smartboards are in every classroom. Teachers are also integrating Smartboard 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 Powerpoints 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 presentations on, and then 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. 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 3 bilingual Chinese teachers and 4 bilingual Spanish teachers, 4 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support correspond to the needs of all ELLs. There is no correlation between the ELL's age level, grade level and English proficiency level. We have ELLs at the beginner, intermediate and advanced levels in grades 9-12. Finding books on the students' emotional levels with low reading levels is a challenge. Achieve3000 helps, but this 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

Regents-level Heritage Spanish and AP Spanish are 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.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development for ESL teachers, content area teachers, paraprofessionals, guidance counselors, and others including the parent coordinator is done through weekly workshops during teachers' Circular 6 and on professional development days by our AP of ESL, ESL coach, Children's First Network, Compass Learning, and Achieve3000. ESL teachers and the 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. The school psychologist, guidance counselors, paraprofessionals, speech teachers, OT, PT, school secretaries, and all other school staff are required to attend these trainings.

2. All teachers have received PD on integrating CCLS into all content areas. Teachers are continuing to attend trainings and turnkey best practices. ESL and bilingual teachers attend these trainings and include ESL strategies when they present to the staff.

3. All staff is invited to the student summer CBO orientations. Grand Street Settlement counselors, 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 guidance counselors. 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.

4. Professional Development provided during our Monday weekly meetings includes and exceeds the mandated 7.5 hours of Jose P training provided by Achieve3000, our ESL Teachers and AP, ESL support person Maria Broughton, and ESL Coach Fay Pallen. Scheduled PDs include: Deconstructing Complex Texts, Vocabulary Maps, Literacy Strategies Across Content Areas, and Looking At Student Work To Drive Instruction. Teachers also learn through lesson studies co-taught with ESL teachers. An emphasis on transferring skills from the Native Language into English is stressed. The use of cognates, roots, and prefixes/suffixes is developed in all content areas. During the first PD day of September with teachers, the AP of ESL distributes the RNMR (from last year) and RLER 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. Additional PDs on data analysis to drive instruction occurs quarterly after the benchmark exams.

Records for PDs are maintained in a binder in the principal's office. Sign-in sheets, agendas and handouts are organized by date.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 partnerships with Grand Street, NYU, and Baruch College. All of our staff, including our teachers, guidance counselors and our parent coordinator, inform parents of school events and the progress of their children via Jupiter Grades, the universityneighborhoodhs.com website, phone messengers, letters home, and phone calls home. Jupiter Grades is an online grading system that allows parents and students to check their academic progress, missing assignments, test grades and future assignments in each class from any computer at any time and can be sent directly to a Smartphone. UNHS sponsors parent workshops on PTA evenings to teach parents how to use Jupiter grades and ARIS as well as other issues important to parents such as mental health, depression, and college admissions. We also had computer and ESL classes for parents. We hold a fun family event bi-monthly including a talent show, international day, winter festival, spring festival, college fair, and end-of-year celebration. Interpreters in Chinese and Spanish are available at every meeting. Every flyer and letter home is translated in-house by our Spanish and Chinese teachers and goes home in at least three different languages-- English, Spanish and Chinese. The Parent Coordinator utilizes the DOE translation via email and interpretation unit (718) 752-7373 ext. 4 when a staff member who speaks the language needed is unavailable. Translators are present at all events when parents are involved.

2. UNHS recognizes the importance of language and culture in the development of a school community that includes all students and their families. As a multicultural staff, with a majority of immigrants and children of immigrants we are dedicated to making all families feel welcome at UNHS. 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. Interpreters in Chinese and Spanish are available at every meeting. Every flyer is translated in-house by our Spanish and Chinese teachers and goes home in at least three different languages-- English, Spanish and Chinese. The Parent Coordinator utilizes the DOE translation via email and interpretation unit (718) 752-7373, ext. 4 when a staff member that speaks the language needed is unavailable.

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 hired a bilingual Spanish and Bilingual Chinese Guidance Counselors. Our PTA president is Spanish bilingual, which has helped us to reach more parents. Interpreters in Chinese and Spanish are available at every meeting. Every flyer is translated in house by our Spanish and Chinese teacher and goes home in at least three different languages English, Spanish and Chinese. The Parent Coordinator utilizes the DOE translation via email and interpretation unit (718) 752-7373, ext. 4 when a staff member that speaks the language needed is unavailable.

4. Parent surveys (translated) 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 are 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 offer 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, Gouverneur Hospital, The Educational Alliance, Henry Street Settlement, and others. Grand Street has partnered with UNHS from its inception and is open at UNHS from 7:30am to 6:00 pm daily.

E. 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: University Neighborhood H.S.

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		1/1/01
Patricia Catania	Assistant Principal		1/1/01
Lisa Ranson	Parent Coordinator		1/1/01
Linda Wang	ESL Teacher		1/1/01
Alexa Rodriguez	Parent		1/1/01
Jean Wright/Math	Teacher/Subject Area		1/1/01
Lauren Gully/ SS	Teacher/Subject Area		1/1/01
Fay Pallen	Coach		1/1/01
Shane Purse	Coach		1/1/01
Irma Suarez	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other <u>Student</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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.

We use the native language RLER report from ATS and our knowledge of the students and their parents to determine the translation needs of our population. Currently we need translations in Chinese and Spanish only.

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.

Chinese translations are required for just under 50% our parents. Oral interpretations in Chinese include Mandarin, Cantonese, and Fukaniese. Spanish is required for about 15% of our parents. These findings were discussed at a staff meeting where the RLER was distributed. It was also addressed at the PTA and SLT meetings.

Part B: Strategies and Activities

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

Our Bilingual Chinese teacher and Spanish teacher will translate all letters home on the same day all English letters are sent home. The ESL AP finds all letters from the DOE and their translated versions for letters backpacked and mailed home.

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.

Our bilingual paraprofessionals will interpret for meetings with teachers. We have a Bilingual Chinese and a Bilingual Spanish guidance counselor to meet the needs of our students and parents. The school messenger is set up so that each family is called with the language indicated on the home language survey. Changes are made as requested by parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The translation and interpretation signs are visible at the entry of the school, in the main office, in the guidance counselors' offices, and in the parent coordinator's office. Additionally, the link is included in the parent handbook that has been translated into Chinese and Spanish.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

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: 40	
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 type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 4	
# of certified ESL/Bilingual teachers: 2	
# of content area teachers: 2	

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: The instructional component of our ESL program Title 3 program will include a Saturday Academy and Tuesday Afterschool Program to better serve the needs of all focus ELLs- beginners in 9th and 10th grade.

There will be 25 Tuesday sessions during the year from 3:10 to 4:40 P.M. starting December 9, 2014 and ending May 28, 2015, taught by Ms. Lopez (ESL license), servicing 20 ninth and tenth grade beginner ELLs in social studies.

The Saturday Academy will meet 10 Saturdays starting December 6, 2014 from 8:30 A.M. to 1:30 A.M. Co-taught by Ms. Ziotis (ESL license) and Ms. Wright (math teacher), servicing 25 ninth and tenth grade beginner ELLs in math and science. Saturday Academy will meet on 12/6, 12/13, 1/13, 2/7, 2/28, 3/7, 3/21, 3/28, 4/18, and 4/25. One supervisor will supervise the Title III program on Saturdays since there is no other program in the building at that time. The supervisor will support and observe teachers in the Title III program.

During the Tuesday after-school program, 20 ELL students will explore the themes from their Global History classes during the Title III programs. They are studying ancient civilizations up through modern times. The focus themes will be cultural diffusion (ideas-technology-food-disease), geography, beliefs systems, trade, arts and conflicts. This will support the ELA CCLS as students will be required to read and annotate excerpts from the Global History and World History texts, leveled online resources, and primary sources. Student will be required to respond orally, in paragraphs and essays. Students will defend their position using evidence from texts from around the world. Students will engage in debate about current controversial topics rooted in ancient times such as comparing Hamarabi's code to current events topics such as, "Should police officers be required to wear cameras?" and comparing ideas of radical and moderate leaders during the French Revolution and today. Students will practice reading, analyzing, writing, speaking and listening skills through these debates. Students will create a project from a select culture will help our ELLs with reading and analyzing texts, and increasing their vocabulary. Comparing and contrasting characteristics are important concepts in ELA CCLS and will help students English language acquisition, score better in class and on assessments.

The Saturday Academy Math/ Science ESL course, teach 30 ELL students key ideas in geometry and algebra in a more visual and hands-on manner to ensure understanding of those critical concepts. The academic vocabulary needed to understand and explain the mathematical concepts will be developed to enhance student understanding of the concept and increase the students' vocabulary. Science concepts that are embedded in all disciplines of science such the cycles (water, carbon, nitrogen) density, physical and chemical changes, acid/base reactions, the scientific method, writing laboratory reports, and microscope usage will be taught hands-on with technical and simple vocabulary so students

Part B: Direct Instruction Supplemental Program Information

have better access to the curriculum during the regular school. Common Core aligned materials including selected Engage NY units that are not used for these students during the day program as well as on line resources will be used.

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: During a study group facilitated by former ESL teacher, retired principal, and current NYCDOE ESL coach Fay Pallen, participating teachers will learn best practices and strategies for teaching ELLs in their classrooms. The group will study Jim Cummins' Language Acquisition research and Understanding Language Use in the Classroom by S. Behrens. They will use these texts as focus points as they compare ESL and GE students' responses to identify gains as well as determine the challenges for ELLs; teachers will develop scaffolds to ensure success of ELLs based on their findings. The study group will consist of six teachers (the 3 teachers already involved the Title III program and 3 additional teachers of ELLs: Wang- ESL and Chinese, Lopez-ESL and Spanish, Ziotis-ESL, Mok-Chemistry Chinese and Spanish, AP Catania, Wright- Math-Chinese speaker.) The study groups will occur during four Monday professional development sessions: December 15, January 12, February 8, and March 8, from 2:30-4:30. Expected outcomes will be: 1. An analysis ELLs needs, 2. Vocabulary Development, 3. Integrating reading, writing, listening, and speaking into every lesson, and 4. Understanding the difference between conversational fluency and academic fluency.

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: To increase parent involvement, we will organize four workshops for parents presented by Achieve3000, an online literacy skill-building program. The first workshop on Saturday, January 10, 9:00-10:00 will be a Collaborative Learning Session with ELL students and their parents. The focus will be on how to use the Achieve3000 program at home and in school. Our bilingual Chinese and Spanish guidance counselors will translate the workshop. On March 26, 2015 from 3:30-5:00 (Parent/Teacher Night), Achieve3000- will conduct a second workshop specifically for ESL parents to review how the program can help students prepare for the NYSESLAT. We will offer two ESL parents college information sessions. On October 8, 2014 from 5:00-6:30 P.M., the Road Map to College

Part D: Parental Engagement Activities

Workshop will be held for parents. On January 7, 2014 from 5:00-6:30 P.M., the FAFSA- How to Pay for College; this workshop will be presented by our college advisor and translated by our bilingual Guidance counselors. In addition, two Saturday ESL parent classes will be offered in computer literacy Ms. Angela Pizzo Computer teacher December 6, January 10, following the Achievement3000 workshop so they can practice what they learned. Students and parents will then participate in a publishing event where they present their work to their parents on the computer, with bilingual translations done by the students.

Part E: Budget

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

Allocation Amount: \$11200

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

