Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**UNIVERSITY HEIGHTS HIGH SCHOOL**
DBN (*i.e. 01M001*):	**07X495**
Principal:	**HAZEL JOSEPH-ROSEBORO**
Principal Email:	**HJOSEPH4@SCHOOLS.NYC.GOV**
Superintendent:	**ELAINE LINDSEY**
Network Leader:	**ELYSE DOTI COHEN**

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Hazel Joseph-Roseboro	*Principal or Designee	
Alexis Tavarez	*UFT Chapter Leader or Designee	
Sonya Fernandez	*PA/PTA President or Designated Co-President	
Gloria Guadalupe	DC 37 Representative, if applicable	
Rosanna Disla Karla Reyes	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Elizabeth Dove (Parent)	CBO Representative, if applicable	
Paul Castillo	Member/ Parent	
Elesban Perez	Member/ Parent	
Alan Hilliard	Member/ Teacher	
Lillian DeJesus	Member/ Teacher	
Carmen Rivera Nunez	Member/ Parent	
Ruth Smith	Member/ Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2015 100% of all incoming 9th graders will receive pre-college advisement. 90% of all 9th graders who receive pre-college advisement, will pass their college readiness course and earn 1 credit by June of 2015.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on our school quality report 44% of our students were identified as college ready. While the statistics may not be 100% accurate, and despite our scores being much higher than the city or borough average, our goal is to increase college readiness over the next 4 years by 20%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Create and offer college readiness courses in conjunction with CUNY
2. Blended learning opportunities
3. Extended Day/Saturday classes
4. Collaboration with BCC College Now
5. Early identification of Early College cohort
6. Align iZone resources
7. Revise curriculum maps
8. Provide AIS to all students in need particularly the lowest third, ELL and SWD
9. Provide students personalized learning opportunities
10. Help students and staff redefine their roles and use multiple modes of learning in each subject area
    Align parent support by working as partners to create, assess and revise our vision and progress around this goal.
11. Revise our schedule to allow more opportunities for personalized learning and college courses
12. Use technology and instructional resources for student and staff development
13. Use CBO's to provide additional resources around college readiness

1.

B. Key personnel and other resources used to implement each strategy/activity

Strategies 1-13: Key personnel and other resources used to implement these strategies/activities include teachers, social workers, college advisor, administration, Bronx Community College, students and our CBO's are all partners.

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Strategies 1-13: 9TH grade cohort will be evaluated Midyear and end of year with our partners at CUNY LINC

D. Timeline for implementation and completion including start and end dates

Strategies 1-13:

Blended learning opportunities
Community credit recovery programs

Extended Day/Saturday classes

Continued Collaboration with BCC College Now

Early identification of Early College cohort Align iZone resources

Revise curriculum maps

Provide AIS to all students in need particularly the lowest third, ELL and SWD

Provide students personalized learning opportunities

Help students and staff redefine their roles and use multiple modes of learning in each subject area To align support parent, students, teachers and administrators work as partners to create, access and revise our vision and progress around this goal.

- Revise our schedule to allow more opportunities for personalized learning and college courses
- Use technology and instructional resources for student and staff development
- Use CBO's to provide additional resources around college readiness

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Strategies 1-13: All 9th graders will be given a yearlong college readiness course twice per week with professors and staff from CUNY

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

In addition, the school shares information regarding school and parent related programs through the school website, school mailings, at Parent Teacher Conferences and at Parent Association Meetings.

The school provides constant and ongoing professional development on a weekly basis. Part of our professional development activities include strategies to improve parent outreach, communication skills and building strong ties with parents and other members of the community.

Parenting skills training aims to promote supportive home environments and equip parents with the tools to manage stressful situations that might arise with their children. Such programs can facilitate their children's success in school. Parenting skills programs typically target parents of students who are at risk of experiencing academic, emotional or social difficulties.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2015 parental involvement within the school will increase by 20% making the targeted goal of 200 parents involved in our school, by using various forms of engagement, including Parent University and parental involvement Tuesday. The end goal is empowering parents to support the educational and social-emotional needs of their students.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
There is an apparent need to enhance to partnership between the school, parents and guardians in order to continue to provide support in academic and social-emotional expectations while expanding opportunities for reciprocal commitment and trust that will lead to the success of students and their families in pursuit of College and Career Readiness and beyond. Although our data states that parents are satisfied with the education that their children are receiving at our school, we would like to increase the amount of parents that attend workshops and parent-teacher conferences by 10%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
• We will engage in a heightened focus in implementing Parent University activities which allow parents/guardians opportunities to interact within our school events; gain access to community resources; participate in learning opportunities; share and volunteer. These planned interactions through Parent University will also include a variety of ways for parents to participate via • 1. ELL courses • 2. Pod-cats • 3. Workshops on immigration, job training • 4. College-Readiness workshops • 5. Parent-to-parent webcasts • 6. Volunteer opportunities • 7. School Beautification • 8. Provide Continuing-Ed opportunities for parents through our partnerships with CUNY and SOBRO
B. Key personnel and other resources used to implement each strategy/activity
1. Strategies 1-8: Parent coordinator, SLT Team, PTA, School Administration, Teachers, Community Partners, Parents
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Strategies 1-8: Attendance; Surveys to parents; evaluation of the impact of parent involvement on student achievement; amount of families who attend college/career readiness workshops and opportunities; survey parents to assess openness, trust and transparency in the community.
D. Timeline for implementation and completion including start and end dates
1. Strategies 1-8: By January 2015 survey one will be administered and disaggregated; on-going evaluation and assessment of services rendered to families in an effort to streamline resources and opportunities and to assure parental voice in development of programs.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Strategies 1-8: At the of the year we will evaluate all surveys and data collected and work with PTA-SLT to identify strengths of Parent University and target areas for improvement.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
To be effectively involved, parents need structured programs that enhance their skills and beliefs in their abilities to be impactful in school-related matters. Parents also need to be aware of our school's practices and policies and of our desire to see them involved in the life of the school. All policies and procedures are either sent to parents at the beginning of the school year or upon students being registered in the school. The school provides assistance in understanding City, State and Federal standards and assessments. This is done in various ways. Parents are sent information

regarding testing at least 10 days prior to assessments. Parent Coordinator and School Administration conduct information sessions in the evening to provide parents with information on standards and assessment (i.e. ARIS and Jupiter Grade training). We are always available to answer any question if the need arises.

In addition, the school shares information regarding school and parent related programs through the school website, school mailings, at Parent Teacher Conferences and at Parent Association Meetings.

The school provides constant and ongoing professional development on a weekly basis. Part of our professional development activities include strategies to improve parent outreach, communication skills and building strong ties with parents and other members of the community.

Parenting skills training aims to promote supportive home environments and equip parents with the tools to manage stressful situations that might arise with their children. Such programs can facilitate their children's success in school. Parenting skills programs typically target parents of students who are at risk of experiencing academic, emotional or social difficulties.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Increase the amount of aligned assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. By the end of the year, all departments will have aligned 5 curricular units and assessments and be able to demonstrate, adjust and analyze learning outcomes for rigorous and engaging instruction.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on data from our School Quality Guide, there is still a need to ensure that all students are able to successfully complete college-preparatory courses and assessments and demonstrate college-readiness. Therefore, we aim to improve overall by 10% each year the amount of students who are college-ready with these refinements to curriculum.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. On-going professional development on effective assessment design within a culture of respect and continuous improvement 2. Shared best practices within teacher teams, whole staff meetings and professional development 3. Inter-visitation between teachers within the school and outside of the school 4. Common Core workshops and professional on strengthening alignment to curriculum planning 5. Flexible scheduling for teacher teams to meet and plan, offer peer reviews of unit plans providing feedback on alignment of assessments 6. Offer Advanced Placement courses in all core subjects for students with appropriate professional development for teachers 7. Online resources for teachers: database for digital portfolio assessment 8. Teacher teams planning time to continually assess and update departmental grading rubrics 9. Professional development of generating specific rubrics for specific assessments 10. Customized assessments to consider and differentiate for all student needs and populations (ELL, SWD, Gifted & Talented) 11. Observations and Feedback cycles to ensure strengthened student engagement in ambitious intellectual activity and development of critical thinking skills
B. Key personnel and other resources used to implement each strategy/activity
1. Strategies1-11: Administration, teachers, teacher leaders, teacher teams, network support and partners such as Eskolta will provide resources and support
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Strategies 1-11: By February 2015 all units will available to view online by parents and students 2. Strategies 1-11: On-going throughout the year, teachers will use student work to guide and assess the effectiveness of classroom rigor 3. Strategies 1-11: Each department team will evaluate each other's curriculum for rigor and alignment to Common Core Standards once a marking period
D. Timeline for implementation and completion including start and end dates
1. Strategies 1-11:Three Interim Assessments throughout the school year; Common Core aligned unit plans are collected and reviewed every marking period; Teacher Teams meet weekly to design, evaluate and revise curriculum; Teacher Teams utilize student to inform curriculum improvement
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Strategies 1-11: Periodic Interim assessments will be utilized to inform needed improvements in curricula alignment and specific Common Core Standards in need of increased integration into instruction and learning activities; end of year teacher team peer reviews of scope and sequence to identify target areas for improvement in the curricula; Professional Development provided by administrators and outside professional experts in response to curricula needs demonstrated in unit plans submitted to administration by marking period; Advanced Placement Expansion Program professional development for teachers of Advanced Placement courses, working with Network specialists on unit planning, lesson planning and Common Core Standards alignment.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
To be effectively involved, parents need structured programs that enhance their skills and beliefs in their abilities to be impactful in school-related matters. Parents also need to be aware of our school's practices and policies and of our desire to see them involved in the life of the school. All policies and procedures are either sent to

parents at the beginning of the school year or upon students being registered in the school.

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

In addition, the school shares information regarding school and parent related programs through the school website, school mailings, at Parent Teacher Conferences and at Parent Association Meetings.

The school provides constant and ongoing professional development on a weekly basis. Part of our professional development activities include strategies to improve parent outreach, communication skills and building strong ties with parents and other members of the community.

Parenting skills training aims to promote supportive home environments and equip parents with the tools to manage stressful situations that might arise with their children. Such programs can facilitate their children's success in school. Parenting skills programs typically target parents of students who are at risk of experiencing academic, emotional or social difficulties.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	**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.)***
ELA	Interactive programs Achieve, close readings, scaffolded texts	Small group, one-to one, tutoring, Saturday or pm academy.	Services will be provided both during and after school.
Mathematics	Interactive programs,	Small group, one-to one, tutoring, Saturday or pm academy.	Services will be provided both during and after school.
Science	Interactive programs,	Small group, one-to one, tutoring, Saturday or pm academy.	Services will be provided both during and after school.
Social Studies	Interactive programs,	Small group, one-to one, tutoring, Saturday or pm academy.	Services will be provided both during and after school.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Behavior modification, self-esteem, Gender groups, small group counselor, positive reinforcement	Small group or one-to one sessions	Services will be provided both during and after school.

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.
We partner with Bard College, Columbia and CUNY to train and recruit highly skilled teachers in all areas. Our teachers are active stakeholders and have distributive leadership roles in our schools and are part of policy making decisions. Through these outcomes as well as staying current in teacher pedagogy, providing ongoing training in technology, Common Core, state and performance standards, our teacher retention rate is 100%. We also work with our network and with the NY Performance Consortium to provide additional training and workshops. Weekly professional development and workshops are provided. Resources and databases including GALE and online educational books subscriptions are provided for teachers.

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).
Strategies and activities include departmental, grade, content, SWD, ELL, and professional development given at the school, network and city level on a weekly and or monthly basis. Software such as Empower 3000, Common Core library, GALE, Engage NY, texts and resources are used to help train teachers on specific learning targets and goals. Best practices and peer inter-visitations created by all staff.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Monies are allocated based on the need and number of students in temporary housing. Funding is also used to provide assemblies, workshops and visiting artists. Additionally monies are used pay staff to provide or oversee violence prevention and to provide support interventions for students in this population.

SWP Schools Only

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.).

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.
Teachers are part of a team that develops reviews and evaluates which assessments are given and how to increase student performance on selected assessments.

TA Schools Only

Use of Program Resources

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

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).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

University Heights 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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 07X495

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 codes[1]. 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$376,429.68	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,075,995.00	X	See action plan

[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.

[2]The **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.

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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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 Hazel Joseph-Roseboro	Assistant Principal Erick Jenkins
Coach type here	Coach type here
ESL Teacher Virginia Campbell	Guidance Counselor Janitzia O'Neil
Teacher/Subject Area Alan Hilliard/English	Parent Elizabeth Dove
Teacher/Subject Area Ruth Smith/French	Parent Coordinator Esmeralda Pelaez
Related Service Provider Eleanor Collier Jones	Other James Gordon/SpEd
Network Leader(Only if working with the LAP team) not applicable	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.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not 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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	467	Total number of ELLs	35	ELLs as share of total student population (%)	7.49%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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														
Discrete ESL class														0
Discrete ESL class														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	**Newcomers (ELLs receiving service 0-3 years)**	16	**ELL Students with Disabilities**	24
SIFE	1	**ELLs receiving service 4-6 years**	10	**Long-Term (completed 6+ years)**	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16		6	10	1	5	9		1	35

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	16	0	6	10	1	5	9	0	1	35
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	ELL	EP	ELL	EP	ELL	EP	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	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										12	4	4	7	27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4	1	1	2	8
TOTAL	0	0	0	0	0	0	0	0	0	16	5	5	9	35

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)										1	1		1	3
Intermediate(I)										11	6	4	1	22
Advanced (A)										1	1	2	6	10
Total	0	0	0	0	0	0	0	0	0	13	8	6	8	35

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	13	0	2	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   When students first arrive and if they are identified as a possible ELL student they take the LAB-R Exam, Empower 3000, Wilson, and teacher created assessment. Each Spring, based on their performance the previous year ELLs take the NYSESLAT. Mathematics and English teachers each conduct an intitial baseline assessment for their students during the first week of school. Data from the LAB-R,

NYSESLAT and any relevant data from classroom assessments and diagnostics are utilized to provide the appropriate support and instruction for ur ELL students. The data from the LAB-R indicates that students do well in the speaking and listening portions, but struggle with the reading and writing protions. Due to these results the ESL teachers provides more emphasis on phonetics, vocabulary, and whole sentence acquisition, ultimately leading to analysis. In addition, because our school is a Consortuium school, our students engage in Performance Based Assessment Tasks (PBATs). During the school year, teacher design their own Interim Assessments to measure progress towards the PBAT project. This data is also utilized to inform teachers not only about progress towards, but also about their progress in all the modalities. Students have to present projects to the entire class in preparation for their presentation to a team of teachers. All THe projects are accompanied by a written paper and a power point presentation.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Student proficiency levels across proficiencies have shown an increase in Speaking, Listening, and Reading. The current data indicates that students need additional support in reading and writing. One current senior failed the NYSESLAT last June, all other Juniors and Seniors passed the exam. LAB-R results have shown all new entries passd the exam with the exception of one SIFE student.

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)

The state did not release the Spring 2013 NYSESLAT scores in combined modalities.

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?

UHHS ESL classes are orgainzed by levels rather than grades. In the beginner level students struggle with speaking, reading, and writing. They struggle most with the reading because of their limited vocabulary. In the writing at the beginner level, the students have some difficulty because of the vocabulary limitations, however; the ability to use bilingual dictionaries enables them the assistance to translate their thoughts. The intermediate level classes continue to struggle with reading and writing in different areas. These students mostly focus on improving their reading comprehension and anlaysis of the reading. Proficient students mainly focus on their syntax and structure in writing. The patterns indicate that students need continual support and practice in their reading and writing. ELLs taking the tests in English have demonstrated some gains although they are not at the same level as their native language.

UHHS uses Interim Assessments throughout the year to capture student progress. The assessments are used to identify student weaknesses and strengths individually and as a group. This information affords the teachers the opportunity to adjust the curriculum as indicated by the data. UHHS also uses the English regents to evaluate student progress in the Listening, Reading, and Writing components to measure student gains and to identify the pupils needs regarding our curriuclum and their skills practice.

The Interim Assessments allows the teachers to further develop the students skills, understand where students are exhibiting difficulty for further assistance, and to understand how to group students for their proficiency levels and development.

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*.)

Not Applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?

Students in ESL are given a baseline assessment which assists the ESL teacher in tailoring the curriculum to fit the students' proficiency levels. The baseline also provides the ESL teacher with the student's learning targets. The ESL teacher then reviews the student's educational record to compare results, and the parent interview conducted upon entrance to the school is also used to obtain infromation on the previous schooling, what they understand about their child as a student in order to obtain a more complete picture of the student's education. General Education teachers are then provided information on their ESL students and work with the ESL teacher to modify assignments and instruction to assist the student in their understanding of the subject matter.

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?

Not applicable

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

The success of the ELL program is evaluated by how many students either advance in their proficiency levels throughout the four modalities and based on the passing of their classes. Ultimately, students also have to pass the Regents exam in order to graduate.

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 a student is first enrolled in University Heights High School, Janitzia O'Neil begins the registration process. Once it has been determined, through the initial screening, that the student is a candidate for UHHS and may speak a language other than Englih, the parent completes a Home Language Identification Survey (HLIS). This form is used to determine if the student speaks a language other than English. A trained pedagogue, Virginia Campbell (Spanish), administers the HLIS to the parent for the determination of need for the administration of the LAB-R (and Spanish LAB for Spanish-speaking students). This survey is available in nine languages. If the language spoken by the family is not one of the languaes available by the DOE, then the Language and Interpretation Unit is utilized to translate for the family in ofer to complete the HLIS.

   Additionally, an oral interview in the native tongue of th parent is performed. We have trained pedagogues that speak Spanish (Virginia Campbell), French (Ruth Smith), Porteguese (John Leonardo), and Ogbe (Godfrey Ajoku). Based upon the information provided on the HLIS form, a determination of home language is made and if there isa a home language other than English, the student is then mandated for LAB-R.

   THe HLIS form consists of two parts. Parto one has four questions and part tow has four questions. If the parent answers "other than English" to one of the first four questions and "other than English" ont wo of the second four questions, then an oral interview will be conducted. Virginia Campbell will conduct the oral interview of bothe the parent and the student. Both the response s on the HLIS form and also in English. Therefore, if the parent indicates that they prefer communciation in Spanish, then the interview will be conducted in Spanish and English. If there is anot apedagogue available that speaks the language requested by the parent, then the DOE translation services will be utilized. Both the HLIS form and thae oral interview are conducted by any of our licensed pedagogues that speak the appropriate language.

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

   Once the LAB-R is administered, the result of the Llstening, Reading, and Writing components of the exam are totaled. If the total score is above 52, then the student is not entitled to ELL services. A Non-Entitlement letter is sent to the parent. If the student scores 51 or below then an entitlement lett is sent tot the parent. The entitlement letter includes an invitation to a parent orientation. The purpose of the parent orientation is to inform the parent/guardian of the various ELL programs available in the DOE. This communication to parents is sent in the preferred language as indicated by their response on the HLIS. The letter is available on the DOE site in 13 languages. If the parent's preferred language is not on the site, the UHHS will make arrangements to have the letter translated in the parent's preferred language.

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.

   During the parent orientation, the DOE EPIC video will be shown to parents. This video outlines the three different options available in the DOE: Transitional Bilingual, Dual Language and Freestanding ESL. Information in the native language (translation) will be available upon parental request. Pedagogues in the school builiding speak the following languages and are available to answer

questions: Spanish, French, and Ogbe. The DOE EPIC video is available in 13 languages. The parent coordinator will also be available at the parent orientation for parental support, questions, and translation (if necessary). Any other translation needs will be available as per the translation plan.

After viewing the video, parents will be given the parent survey. The parent will then select whch of the three programs offered by the DOE they would like for their child to attend. The pedagogue presenting the video, Virginia Campbell, (assited by the Parent Coordinator, Esmeralda Pelaez)will review the benefits of each program and discuss what the research shows to be the best program for ELLs. Virginia Campbell and Esmeralda Pelaez speak Spanish and are available to assist parents with an questons they have concerning the available ELL programs. Other staff members available to assist parent in various languages are Ruth Smith (French), John Leonardo (Porteguese), and Godfrey Ajoku (Ogbe). If we have any other translation needs, then the school will use the services of the DOE Translation and Interpretation Unit. Within the moment comes to us receive EPIC prior to being offered a placement. The information is entered within 7 days.

If it brought to our attention that a student is need of another program we present the video to the parent within 10 days of fact finding. Follow the aforementioned process if it is found the student qualifies for the services.[

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].)

   Parent surveys, entitlement letters, continued entitlement letters and program selection forms are all maintained on fille in the office of the Assistant Principal, Erick Jenkins.RSHP (Student Historical Profile Report) is used from ATS, Virginia works with Esmeralda to inform parents of choices Erick is informed of final determination and provided with copies of report and letters for storage in the Asst. Principal's office. The process for distribution of letters is upon determination of eligibility a letter is generated within 48 hours and distributed to the child and the parent. If form is not returned student is provided transitional services.

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.

   Currently University Heights High School offers Freestanding ESL services. If the parent selelcts a program other than ESL, then they will be given the information of other schools in the community that offer their choice. Arrangements will be made for the family to return to the Office of Enrollment with their choice for ELL services. The student will be placed on a waiting list for their preferred choice of ELL servce. Once there are 15 students in 2 contiguous grades a class will be opened for that service. If the parent chooses to remain at UHHS and receive ESL services, they must indicate, in writing, that they prefer for their child to remain at UHHS and will agree to ESL services. The student will remain in that program for a year and the parent will be given the opportunity to select a program the following year.

   The waiting list will be retained by Virginia Campbell indicating the date the parent selected the program (parent orientation). Once the waiting list reaches 20 students in one grade, a class will be opened and the parent will be sent written notifivication that the class is now available at UHHS. Translation services provided we have a bi-lingual parent coordinator and staff; we also use DOE translation services for languages not spoken in the school. Letters are stored in the AP office.

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.

   Students that have been identified will have to take the NYSESLAT test every Spring. This student list will be generated every Spring via the RLER report on ATS. Until the student tests our of the NYSESLAT exam, s/he will be intitled to ELL services and the parent will receive a continued entitlement letter. THe ESL teacher, Virginia Campbell will ensure that all four components of the NYSESLAT are administered to all students based on their performance the previous year. Students and parents will be notified of test taking days via letter and phone calls. Students are scheduled to take exam. Students who miss any section of the exam are given an opportunity to make-up that section during the testing window. Students who are absent get attendance outreach via phone calls, letter, and visits by attendance team and/or social worker to ensure all students are tested

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.

   Currently UHHS offers an ESL program because the majority of parents select ESL. In 2011-2012 we did not have any parents request an alternate program. This year, UHHS received 5 new students eligible for ELL services. All parents selected ESL. If, in the future, there is a need to open up alternate classes we will do so. School monitors trends in choice by looking at patterns of parent-choice over several years. Based on the needs the programming team works to ensure that proper ESL opportunities are created for students. Due to this data we have noticed a trend of increased numbers in the Newcomers population. This has prompted to train more staff and to provide more flexible programming options and support for our ELL students.

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])?

University Heights High School provides a departmentalized ESL instructional program model. ESL classes are offered three periods a day. An additional teacher is in the room for a collaborative model and to provide additional instructional support to students. Beginning and intermediate students are scheduled for 2 or 3 periods a day of ESL services. Beginning students receive 675 minutes a week of instruction with the ESL teacher, well in excess of the madated 540 minutes a week. Intermediate students get 450 minutes a week. Advanced students are scheduled for a single period a day. ESL is taught in the content area of English. This allows for differentation and small group instruction.

Students are grouped heterogeneously and are in various grade levels. Beginning, intermediate and advanced students are all grouped in the morning block. Beginning students are able to engage in discussion with intermediate and advanced student. They are also given the opportunity, if needed to have native language support with students that speak the same language in their classroom. Most students at UHHS speak Spanish. The teacher allows students to pair with other more proficient student for native language support. Ms. Campbell, the teacher also understand and speaks Spanish. Although students are usually paired with other students to collaborate,she is able to translate and/or explain to ensure that sutdents understand. She also accepts answers in Spanish. The second teacher is available for more individualized, small group instruction.

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)?

Students are scheduled by both the school programmer, Steve Cove, and the Admissions Counselor, Janitzia O'Neil. The ESL teacher, Virginia Campbell, assists in ensureing that students are scheduled an programmed according to their mandated required number of minutes according to their proficiency levels. Beginning students are scheduled 3 periods a day or 675 minutes a week. Intermediate students are scheduled for 2 periods a day (450 minutes a week) and advanced students are scheduled for 1 period a day (225 minutes a week). Content area of English is delivered within this departmentalized ESL program model.

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.

Students are programmed for specific content areas as needed by DOE graduation requirements. TEachers are offered support in strategies, techniques, and activity modifications to teach ELL students. Students receive their instruction in English only for content specific areas, as well as in their ESL class. Since Ms. Campbell speaks Spanish she will switch to the language as needed. The ESL students are provided academic resources (such as Gale, Empower 3000), graphic organizers, collaborative work, and English Language Proficiency series to continuously work towards their learning targets.Our school provides the ESL program. We do not offer DL or TBE. ESL is provided by Virginia Campbell. Subject teachers receive training and work together with the teacher(s) to ensure students are receiving content support to best serve the ELL students. Materials and online materials and resources are used to support students in subject areas.

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

   Not Applicable

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

   ELL students are given periodic assessments which are evaluated on a thirty day basis to demonstrate growth. Interim Assessments are also used (four throughout the year) for this purpose as well.

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).

Currently on one student at UHHS is identified as SIFE on the RNMR report in ATS. This is because once they are intially identified as SIFE they contunue to be labeled as such. However, one of these two students has already tested as an advanced proficiency level in the Listening, Speaking, REading and Writing components of the NYSESLAT. the student is scheduled and programmed according to her proficiency levels for ESL instruction. Insturction focuses on improving reading and writing skill, as wll as vocabulary development. As wit all ELLs, students are required to present projects orally in the class as one of the schools goal is a focus on project-based learning.

UHHS has five newcomers (less than one year in the United States). These students are currently

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

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?

   The teachers of ELL-SWDs use scaffolding strategies, including audio-visual tools, differentiation, small-group work, and co-teaching. Students also have access to Spanish-English dictionaries, Qtel, and graphic organizers.

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?

   ELL-SWDs are scheduled for two periods of the day when the special educator, James Gordon, is scheduled to provide collaborative instruction with the ESL teacher. This gives teachers the ability to provide differentiated and small group instruction when necessary. These students are also provided their madated testing accomodations and any modificiations as per their IEP. Both teachers have the ability to plan instruction together to support both their language as well as their special needs. Students are scheduled alongside non-disabled peers in ICT classes, electives, and advisory.

Courses Taught in Languages Other than English ⓘ

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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.
   ELL students are entitled to and some are scheduled to receive tutoring services. Tutoring is provided from 3:00-3:50pm Monday and Wednesday afternoon. Tutoring available in all content areas by content are teachers and in English by the ESL teacher. The ESL teacher assists content area teachers by providing specific strategies and discussing specific targeted interventions. This is done through grade level meetings, curriculum meeetings, and professional development sessions throught the school year. Pull out, small group, Saturday school, targeted assistance and work with ESL teacher and/or content area teacher. Students have opportunity to work with peer groups offered such as Young Gentleman's group, L.A.C.E., etc. Bi-lingual staff which includes bi-lingual SBST (student based support team) members help to provide support and services for students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    UHHS's current program is effective in assisting students' understanding of how to comprehend, decode, and respond to text in verbal and written format. We have found that Empower 3000 works effectively with students in developing their English acquisition.
11. What new programs or improvements will be considered for the upcoming school year?
    UHHS will be working on furthering vocabulary development, to increase reading comprehension, analytical strategies, and intensive writing practice. The data from the ELA showed our students do well on the multiple choice, but are in need of further support in the written responses. Special attention will be paid to lterary terms and devices.
12. What programs/services for ELLs will be discontinued and why?
    UHHS will continue to implement the services/programs it has provided to its ELL students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    UHHS offers its extra-curricular activities to all its students. Information is posted on the school web-site, flyers are posted in the building, and general announcements are made by teachers in their Advisory classes (Ms. Campbell also provides the information during her ESL class).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    The ESL instructional model has always been used at UHHS and will contiue tobe used. Native language supports available to students include the following:
    Technology (lap-tops) used in the classroom, multimedia presentations and instruction, and Gale Educational resource
    Glossaries, Spanish/English dictionaries, and age appropriate Spanish books (limited)
    Writing support in the native language
    Small group instruction, after-school tutoring
    Student buddy system, partering students of varying ability levels for additional support
    Acceptance of native language in project presentations
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Not Applicable
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    The ESL teacher provides instruction that is geared towards the student's proficiency and age level which is available to all students across proficiencies.
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.
    Students that are enrolled and /or pre-registered in the school prior to the beginning of the school year and their families will have the opportunity to participate in various activities offered to all UHHS students. The school offers translation services in Spanish, French, and Ogbe by the parent coordinator and school staff. Any other languages and translation is available upon request and can be arranged through the Office of Translation and Interpretation Services via the DOE. Beginning in the fall, UHHS hosts several Open Houses. During these open house sessions, parents learn about theacademic and enrichment programs offered at UHHS. Families can attend an Open House session at the school offered in the evenings and/or weekends, for parents' convenience, are gvien a guided tour of the school. During the summer prior to the academic school year the ELL students attend a summer orientation session.
18. What language electives are offered to ELLs?
    UHHS offers French as a lnaguage elective. This is the only foreign language course offered. Therfore, every student, including

ELLs, take French.

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)?

Not Applicable

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.

Professional Development on the initial identification and placement process will take place for designated staff. The Admissions Counselor, Pupil Accounting Secretary, and ESL teacher are trained on the EPIC procedures to ensure proper identification and timely placement of ELL stdents. This year, additional staff members (eg. Parent Coordinator) will be trainied in the EPIC procdures so that there are always trained pedagogues available. Whenever possible, teachers that speak languages other than English will be available for family interviews and orientations.

The entire staff engages in professional development, throughout the school year, geared at looking at ELL data (using ATS reports and looking at the four modalities. Professional development will be led by the ESL teacher, and the network coordinator.

The 7.5 hours of professional development to new teachers will be provided via QTEL training conduced by the Office of ELL in the Spring for our new teacher, Randy Bayron. All other staff members in our school have been here for over 8 years and have completed the required minimum ELL training as per Jose P. In addition, every year we continue to develop teachers by doing in house professional development on a weekly basis. These professional development sessions exceed the minimum 7.5 hours of ELL training.

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?

From the very beginning, when a family registers their child in UHHS, if the HLIS form indicates that the parent would prefer communication in their native language, they are offered this opportunity. We have many staff memvers that speak Spanish. Our Admissions Counselor Janitzia O'Neil and the Pupil Accounting Secretary, Lucia Vega, both speak Spanish and are the first to receive the family. We have staff members that speak French, Spanish, Porteguese, and Ogbe. If we do not have a staff member available that speaks the parent's native language, then we wutilize the DOE Translation and Interpretation Unit.

During Parent-TEacher Conferences, Open Houses, and Orientation sessions there are always more than one staff member that speaks Spansih, including the parent coordinator who is always available to support parents in the school and durng these activites. All future written communication to parents is sent in their preferred language as indicated by the HLIS form which they complete upon registration.

Parents of ELLs, just like all parents, are invited to attend information sessions, parent workshops on various topics (Financial Aid, ARIS, Jupiter Grades, etcl). In addtiion, parents are invited to attend talent shows, acheivement and awards ceremeonies. We currently do no have any CBOs providing workshops for ELL parents.

In order to evaluate the needs of parents, the parent coordinator conducts a survey in the Spring. The feedback from this survey helps us to plan parent workshops for the following year. In addition, the citywide parent survey gives us information abou tparent needs. Parents that are members of the Leadership Team also imform us of specific parental needs.

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 Heights High School			School DBN: 07X495
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hazel Joseph-Roseboro	Principal		12/4/13
Erick Jenkins	Assistant Principal		12/4/13
Esmeralda Pelaez	Parent Coordinator		12/4/13
Virginia Campbell	ESL Teacher		12/4/13
Elizabeth Dove	Parent		12/4/13
Alan Hilliard/English	Teacher/Subject Area		12/4/13
Ruth Smith/French	Teacher/Subject Area		12/4/13
	Coach		
	Coach		
Janitzia O'Neil	Guidance Counselor		12/4/13
Michael Alcoff	Network Leader		12/4/13
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** 411

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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