



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

01M448

School Name:

UNIVERSITY NEIGHBORHOOD HIGH SCHOOL

Principal:

ELIZABETH COLLINS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: University Neighborhood High School School Number (DBN): 01M448
9-12
Grades Served:
School Address: 200 Monroe Street New York, NY 10002
Phone Number: 212-962-4341 Fax: 212-267-5611
School Contact Person: Elizabeth Collins Email Address: ECollin4@schools.nyc.gov
Principal: Elizabeth Collins
UFT Chapter Leader: Robert Mari
Parents' Association President: Janina Barriga
SLT Chairperson: Janina Barriga
Title I Parent Representative (or Parent Advisory Council Chairperson): Janina Barriga
Student Representative(s): Melanie Tejada, Kevin Barria, Dayja Riddick, Vinceht Gchanglerth

District Information

District: 1 Superintendent: Marisol Bradbury
333 7th Avenue New York, NY 10001
Superintendent's Office Address: MBradbury@schools.nyc.gov
Superintendent's Email Address:
Phone Number: 347-602-3460 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan District 1 Director: Yuet Chu
333 7th Avenue New York, NY 10001
Director's Office Address: YChu@schools.nyc.gov
Director's Email Address:

Phone Number: 917-705-5856 _____

Fax: 212-356-7564 _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Collins	*Principal or Designee	
Robert Mari	*UFT Chapter Leader or Designee	
Janina Barriga	*PA/PTA President or Designated Co-President	
Shelley Maldonado	DC 37 Representative (staff), if applicable	
Janina Barriga	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Melanie Tejada	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kevin Barriga	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Damaris Dejesus	Member/Parent	
Anita Soto	Member/Parent	
Patricia Catania	Member/Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our schools mission statement is as follows:

University Neighborhood High School (UNHS) is dedicated to preparing students to become global citizens through higher education opportunities, challenging academic and technical curricula, and business and university partnerships.

Our mission statement communicates the two tenets that drive the focus of our school-- preparation for college, and preparation for the career world: Our goal is to prepare every student to graduate from high school in four years with a Regents diploma or higher and with skills needed to be successful in college.

One of our school's strongest characteristics is that we offer students many opportunities to earn college credits while still in high school. Through colleges such as New York University, Baruch College, and LaGuardia Community College, we offer our students college classes while they are enrolled at UNHS. Students can take these classes on our campus or at the college itself, thus giving them valuable experience in taking college-level coursework and earning credits that can be transferred to their future college of choice. Besides our partnership with these metropolitan colleges, UNHS also offers Advanced Placement (AP) courses including AP Calculus, AP English, AP Art, AP U.S. History, AP US Government, AP Global, AP Spanish, and AP Mandarin. We have a full-time college advisor who teaches College Readiness classes and guides the 11th and 12th grade students through the entire college application process.

In addition, our school has been developing our Career and Technical Education (CTE) program to prepare our students for the career world. Our CTE program is now in its second year, with a dual focus on business and finance. Our students begin their 9th grade year at UNHS taking classes such as Microsoft Office Suite, Personal Finance, and a Career Exploration course; they continue to take business and technology courses throughout their time at UNHS. Our partnerships with PENCIL, Deloitte, Grand Street Settlement, the NYC Public Library, Gouverneur Hospital, the Network for Teaching Entrepreneurship (NFTE), and other organizations will allow us to offer various internships this year.

Our core class size consists, on average, of 25 students. Additionally, most of our core classes are taught by two co-teachers, which allows us to provide more personalized, individual instruction to our students. We are committed to providing rigorous instruction to our students, but with the scaffolds and supports that our students need to master complex material. Teachers work collaboratively to improve pedagogical practice and increase the rigor of our school to ensure our students' success in college or career. Last year we narrowed our focus of professional development on student engagement, higher-order questioning, and assessment, and our teachers engaged in lesson studies.

Our greatest successes this past year, we feel, fall under the Framework element of Supportive Environment. By following our school-wide system of quarterly benchmark assessments we were able to analyze the results to understand the needs of our students and to inform instruction. Teachers became better at analyzing student data and developing lessons to support their needs. The safety and school climate of UNHS has improved with our continued implementation of our Respect for All program that promotes "Respect, Responsibility, and Reason" in all aspects of student life. The counseling department also took a leading role in facilitating workshops and mini-lessons to improve school culture and climate. The learning environment survey, improved graduation rate, improved credit accumulation rate, and reduced number of suspensions are evidence that we have been successful in offering our students an engaging, safe environment conducive to learning.

Our biggest challenge continues to be providing rigorous instruction to all students, with differentiated scaffolded instruction that leads students to mastering lessons. Our increasing population of English Language Learners who have

newly arrived in the country and have no previous English language instruction. These students must pass the English Regents exam, which is now Common-Core aligned. We continue to enlist the help of independent English as a Second Language (ESL) Literacy coaches to learn best strategies for teaching English Language Learners. In addition to the ESL classes provided during the school day, we offer ESL Academy after school and on Saturday to newcomers and more advanced ESL classes at St. John's University and LaGuardia Community College. We also have a large population of Students with Disabilities. We are dedicated to helping them master the skills and habits needed to be successful in the college and career realms. Providing rigorous instruction while giving students the supports they need will be our main focus this year.

01M448 School Information Sheet

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

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>UNHS was rated Effective in all areas of Tenet 3. We feel that we achieved these Effective ratings particularly because of our following strengths:</p> <ul style="list-style-type: none"> - Teachers have the assistance of Literacy, ESL, and math coaches and assistant principals in designing curricula, unit plans, and daily lessons that were more fully aligned with the CCLS. - Teachers are programmed with common periods free along grade levels to meet one day per week. During these weekly C6 meetings, teachers of all subjects meet in grade-level groups to discuss student progress and development. These meetings have allowed us to create learning action plans for students of all levels and make sure that our curricula were more rigorous yet reachable to all students. - Teachers take a “process approach” in their classes that allows students to revisit and revise assignments, particularly regarding the writing of rough drafts, revised drafts, and final rewrites. This encourages constant self-reflection by students on their own work and progress, fostering self-motivation to “set the bar higher.” 		

- We were able to offer College Now courses at the school as well as Advanced Placement courses in English, Government, Calculus, Chinese, Spanish, and Art to students in good academic standing.
- College Now and Advanced Placement courses were also taught collaboratively by Baruch College professors and UNHS teachers to selected juniors and seniors, including eligible ELLs and SWDs.
- Administration advises and assists teachers in planning their curricula and unit plans to ensure that they are aligned to the Common Core Learning Standards.
- Teachers also work collaboratively in grade levels to meet school wide grade level goal of academic achievement. Areas of improvement in which all teachers agree are essential to student growth and advancement.

Our Regents passing rates show us that there is still a need at UNHS to develop rigorous instruction with appropriate supports. This need is also supported by the comments on our 2014-2015 Quality Review Report, which stated that we must provide rigor in instruction and curricula that will support all subgroups, especially English Language Learners. Our needs are still focused on continuing to strengthen our curricula to make them fully aligned to the Common Core Learning Standards, ensuring that our students will be college ready upon graduation. Curricula must continue to achieve vertical alignment, ensuring that students learn the skills needed for the next level. In addition, teachers must revise and consistently use Common Core-aligned rubrics across content areas and create a student-friendly version of the rubrics to ensure students are able to assess their own work and the work of their peers. In all, we need to continue our work in creating rigorous, Common Core-aligned instruction with effective scaffolding for all learners.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

To create grade-level interdisciplinary tasks aligned to the CCLS that require higher level thinking and literacy skills, which will lead to greater student performance as evident in a 3% increase in course credit accumulation in all English courses by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>With the assistance of literacy, ESL, technology, and math coaches, all teachers will design curricula that fully align with the CCLS. Instructional coaches and assistant principals will lead teachers in adding Common-Core aligned lessons and activities into curricula and align all tasks to Common Core standards; they will also help teachers complete gap analyses of curricula and revise when needed.</p>	<p>All teachers</p>	<p>August 2015 - revisions ongoing through May 2016</p>	<p>Assistant principals and coaches</p>

<p>Teachers will adjust CCLS-aligned curricula to achieve vertical alignment throughout subject areas and grade levels, ensuring that students develop skills needed for the next level or grade, with instructional coaches and assistant principals assisting teachers in reviewing and revising curricula across content area and grade level to ensure that skills are developed further with each grade level.</p>	<p>All teachers</p>	<p>August 2015 - February 2016</p>	<p>Assistant principals and coaches</p>
<p>Assistant Principal Humanities will teach faculty members the effective use of uniform annotation strategies and assist teachers in identifying appropriate strategies to use for varied texts. Teachers will incorporate common annotation strategies into every text based activity throughout content areas, assisting students in using these strategies to comprehend text independently.</p>	<p>All teachers</p>	<p>October 2015-June 2016</p>	<p>Assistant principals</p>
<p>Instructional coaches and assistant principals will lead teachers in revising Common Core-aligned rubrics across content areas and creating student-friendly versions of the rubrics to facilitate student assessment of their own work and the work of their peers.</p>	<p>All Teachers</p>	<p><u>October 2015-June 2016</u></p>	<p><u>Coaches and assistant principals</u></p>
<p>English teachers will receive training in implementing Houghton Mifflin Harcourt Collections Common Core English Series in English classes. Skills in each unit will be reinforced throughout content areas.</p>	<p>English teachers</p>	<p>August 2015-June 2016</p>	<p>Assistant Principal Humanities</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Instructional coaches: math and technology
- Purchasing “Connections” curricula for ELA
- Per session for teachers attending professional development after school and on weekends at school and other sites.
- Purchase NFTE and NAF curricula, and professional development for our Business/Finance Academy

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Common Core-aligned benchmark exams will be given four times per year in each course school wide to monitor student mastery of skills and content in Common Core-aligned curricula; the mid-point benchmark will be given January 11-15, 2016 and compared to the data from the baseline benchmark given at the start of the school year (November 2-9). The remaining benchmarks, given in March 28-April 1, 2016 and May 23-27, 2016, measure progress at the midpoint of each of our two semesters. The benchmarks will be content-specific to courses and mirror the Common Core Regents exams. Teachers will use the data from these benchmarks to inform instruction to meet all student needs. The Inquiry Team will also analyze these results on a school-wide level in order to determine the needs of instruction and ensure teachers receive professional development in these areas. Progress will be measured by comparing results and looking for trends in student growth towards Common Core Standard proficiency. In addition, teachers of courses ending in a January Regents exam will cross reference Regents results with the second benchmark to modify instruction. The scholarship data obtained from STARS will be used to determine our progress towards meeting our goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>We were rated Effective in all parts of Tenet 5 last year. We believe that we maintained these ratings due to implementation of the following programs and practices:</p> <ul style="list-style-type: none"> - The Adopt-a-Senior mentoring program paired seniors with their teacher of choice for ongoing mentoring and coaching. - Student government and a variety of clubs fostered students’ social-emotional development through socialization, healthy relationship building (peer to peer and student to adult), and leadership opportunities. - Partnership with Grand Street Settlement, Community Based Organization (CBO), resulted in SAT prep classes, Advantage after-school activities, a peer mentoring grant, summer programs, college advising (College Advising Corps-NYU), college trips, and additional support from formally trained counselors. - Deloitte Academy- Deloitte Consulting assisted students with professional networking, familiarizing students with the professional world. - College-level courses in partnership with Baruch and LaGuardia exposed students to post-secondary rigor, the experience of a college classroom, and opportunities to earn college credits. 		

- Juniors and seniors were enrolled in a college advisory class that focused on college and career readiness, with real-world application (ie. resume building, college application completion, financial aid applications).

- Our College and Career Fair brought college and career opportunities to our students, who may not be able to visit multiple schools due to financial hardship or status as first-generation college applicants.

- Our Alternative High School Fair supported students in finding alternative educational settings by personally interacting with representatives from other schools and programs.

- Teachers and counselors used C6 meeting time to include parents in the process of building support systems for students and encourage parents to reinforce expectations at home.

- School leaders have supported the development of a cohesive guidance department that collectively serves the needs of our students. School counselors have forged trusting relationships with students through academic as well as mandated counseling. The college counselor and CBO staff have further supported student needs through daily check-ins, goal planning for attendance and academic improvement, facilitating the college application process, tracking behavior through conduct sheets, managing study groups, providing SAT prep, and research assignments.

- We have seen a general and gradual shift in school culture in terms of safety and inclusion. According to our learning environment survey, staff, students and parents all feel that UNHS is getting safer, and commitment to the school community has grown drastically. We exceeded our target in safety on the 2014-2015 Learning Environment Survey.

- School counselors have implemented Respect for All in its department curriculum, pushing into classrooms to lead workshops on healthy relationships, bullying, and positive communication. As a result of this new focus, UNHS received DOE recognition as a one of 50 Respect for All schools for 2014-15.

This year, we will push our efforts even further to foster a secure, supportive environment of unconditional positive regard that will facilitate learning for students with multiple intelligences and varied talents. Through developing a Mentoring Program for at-risk students, providing counseling for target groups, developing staff's skills in engaging students, collaborating with our Community-Based Organization (CBO) to monitor attendance and offer incentives, and offering students a college/career readiness class will result in an increased school-wide attendance rate.

As of June 2015, the majority of our students (210/302) have above 90% individual attendance rates. Our overall attendance figures are affected by two populations of students. The first is our population of students who currently hold or have held LTA status throughout the school year (approximately 25 students total; some have since been discharged). Outreach to this subgroup has been dynamic and ongoing, with each student receiving individualized attention and strategizing around their specific needs.

Our chronic absences rate for 2014-2015 was 4.5%. We need to create a more effective system of outreach to these students and provide more relevant services that will lead to retaining these students in our school.

The second subgroup requiring focused attention for attendance improvement is composed of approximately 25 students who attend school regularly, but fail to attend and engage in all of their classes. Many of these students receive special education services and, despite supportive interventions such as ICT classroom settings across subjects and various other accommodations, they feel overwhelmed by the demands of their academic coursework. Though students express a desire to be in school, their individual circumstances and diagnoses prevent them from fully participating in the learning process. Teachers, counselors and other school staff agree that this subgroup could benefit from alternative instructional methods and settings. For example, in addition to finding appropriate classes within the school (smaller class size, College Now, co-taught classes, classes that appeal to students' interests), committee members will find appropriate settings for students such as transfer schools, trade schools, schools that do not create a travel hardship, portfolio-based schools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

To create an inclusive and supportive school culture through the development of a Mentoring Program, with guidance and college/career readiness supports, which will lead to an increase in student engagement for diverse subgroups of learners. The impact of the school’s supportive environment will be evidenced in a decrease of the chronic absence rate to 3.5 % for the 2015-2016 school year.

Part 3 – Action Plan

Develop Mentoring Program for students at risk of dropping out from school and for those who have a pattern of absence. Each identified student at risk will have an adult mentor who will meet with his/her mentor on a weekly basis. Mentors will contact students' guardians and refer them to guidance counselors and outside agencies for extra support.	Students at risk for not graduating on time due to absences.	October 1st 2015 to mid-June 2016	All Staff
Provide counseling services to target groups including students receiving mandated sessions as per IEP, students at risk for chronic absence or academic failure, and students in lowest third citywide.	All students, with focus on mentioned sub-groups	September 2015-June 2016	School counselors, social workers, school psychologist, related service providers, mentor teachers
Provide professional development workshops to teachers in engaging students and promoting personal and academic growth through strategies outlined in professional development sessions and C6 faculty meetings.	All school- based staff	October 2015-April 2016	Assistant Principals, teacher leaders who turn-key PDs to the rest of the staff
Collaborate with CBO programs (Grand Street Settlement, Opportunity Network, College Advising	All at-risk students	September 2015 -June 2016	School counselors, CBOs (Grand Street Settlement, Opportunity Network, College Advising Corps)

Corps) to monitor attendance patterns, provide incentives, and offer referrals to alternative settings for students.			
Facilitate student transitions to college and career settings through student participation in a comprehensive college and career readiness-enhancing curriculum, offered by College Advising Corps. Pay a CUNY application fee for all seniors that are on track for graduation as incentive.	All juniors and seniors	September 2015 - May 2016	College Advising Corps staff, school counselors, partner teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> - Incentives that include school trips, pizza parties, etc. - Hire full-time college advisor - Hire part-time social worker - Teachers per session for mentoring and for participating in on-going professional development - Guidance Counselor per session for parents outreach - Teachers per session for leading after school clubs and tutoring - College trips for students and families - CUNY application fee for seniors - Time during C6 for teachers to work jointly on developing intervention plans - Purchase Jupiter Grades, School Messenger, and Sharp Schools website to openly communicate with parents 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

To measure progress, we will identify our chronic absence rate at the end of the first semester (January 2016). We will consider adequate progress if our chronic absence rate is 4% at this time.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Last year, our school earned Effective ratings in all areas of this tenet. We believe it was due to the following strengths and practices:</p> <p>Teachers work in department teams to review and revise unit plans and curriculum maps, ensuring that they are aligned to Common Core Standards. Feedback from supervisors was provided and improvements were made. We also have department coaches to assist in developing coherent plans and strategies that align with the Common Core Learning Standards.</p> <p>- Students are given the opportunity to voice their concerns and opinions during School Leadership Team meetings, which occur monthly. Student Government representatives meet weekly with teachers to voice concerns and take action to improve school culture and environment.</p> <p>- Teachers and students work together to implement plans for creating a learning environment that is responsive to students’ varied experiences through the use of student-led projects and presentations with real-world applications.</p> <p>- Teachers foster student participation in their own learning process by using a variety of summative and formative data sources. We have school-wide benchmarks and Jupiter Grades (our online grading book) so that students, teachers, administrators, and parents can participate in monitoring progress.</p> <p>- We have weekly C6 Grade Level Team meetings to discuss the progress and specific needs of individual students.</p>		

Based on the 2014-15 School Framework data, we need to develop teaching strategies for increasing rigor in all academic areas, especially in making Common Core-aligned instructional shifts in literacy throughout content areas that will lead to higher students' academic performance and college readiness. At the same time, teachers must learn how to effectively provide the scaffolds and supports that will enable our students to reach these rigorous standards.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve teacher effectiveness through ongoing lesson studies focusing on increased rigor, which will result in a 20% increase in Effective and Highly Effective teacher ratings in the area of Student Engagement in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>		
<p>Provide content-specific professional development on increasing rigor and supports in lessons, curricula, and unit plans.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Supervisors; literacy, math, and technology coaches</p>
<p>Provide professional development in various literacy and annotation strategies that will be used and reinforced throughout content areas, with focus on helping students comprehend non-fiction text independently in all subject areas.</p>	<p>Teachers</p>	<p>October 2015-June 2016</p>	<p>Literacy coaches and Assistant Principal Humanities</p>
<p>Participate in at least one subject lesson study each semester. Teachers will meet by department to plan</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	

lesson studies collaboratively with focus on higher-order thinking and tasks.			Assistant principals and instructional coaches
Administer two internal UNHS Learning Environment Surveys to students, teachers, parents, and staff to inform classroom instruction and school improvement plan. The Inquiry Team will be responsible for creating, administering and analyzing the data from the surveys.	Students, teachers, parents, and staff	September 2015 and January 2016	Inquiry Team
Create schedule for teachers that allows them to meet in departmental and grade level teams to effectively align instruction through reinforced common skill development and content throughout subject areas	Teachers	August 2015	Administration and programmers
Participate in book study on "Rigor is not a Four Letter Word" that leads to understanding the rigor needed for students' college readiness	Teachers	September- December 2015	Principal and Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher per session given for time worked collaboratively with department on lesson studies and other professional development after school											
<ul style="list-style-type: none"> • Time during C6 to work jointly on interdisciplinary instruction • Per-diem for substitute teachers teaching classes of teachers participating in professional development during school hours. • Hire math and technology coaches • Purchasing books and other instructional materials for professional development. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 st Century		C4E

X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January, administrators will analyze Advance teacher ratings in the area of 3c, Student Engagement. We will consider a 10% increase in the number of Effective and Highly Effective ratings in 3c adequate progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>We were rated Effective and Highly Effective in areas of this tenet due to the following strengths:</p> <ul style="list-style-type: none"> Under the leadership of the principal, we have built an excellent culture for learning and nurturing all students and staff. This is evident in our SQR report from 4/21/15 and learning environment survey. We have a stable staff with over 84% of the teachers at UNHS for 3 years or more due to effective leadership. All of our teachers are actively engaged in professional development to improve their own teaching practice, leading to increased student outcomes. Administrators identified common areas of concern during observations; this, coupled with requests by teachers, led to the focus areas of student engagement, creating higher order questions, and assessments for our professional development this year. School leadership has worked with faculty, including a specialized professional development committee of teachers, to develop a professional development plan to address the needs of all teachers based on teachers' observation ratings from previous years and current goals. The PDs are planned in conjunction with the Inquiry team. We have implemented lesson studies, which are teacher-led groups that design a lesson, observe the lesson being executed, revise the lesson based on group feedback and suggestions, observe the revised lesson taught by another 		

teacher, then debrief with final recommendations. Through this practice, teachers take ownership of studying and improving pedagogical practice in the school.

- Teachers, in collaboration with the Student Government, are encouraged to plan special events such as our in-school business plan competition and our arts cafe night. They are also encouraged to lead their students in participating in various city- and country-wide school contests, which has resulted in several awards earned by our students this year.
- Teachers are attending outside professional development workshops that they then turnkey to other key members of the staff.
- Guidance counselors are leading grade-level meetings that are incorporated into daily common planning times.
- A CBO member is chairing the attendance meeting.
- One of our teachers is chairing the School Leadership Team meeting.

Though we earned ratings of Effective and Highly Effective in this area, we want to increase our staff's leadership capacity through more teacher-led grade and department meetings, which will allow teachers to lead their colleagues in meaningful and relevant dialogue about their students' academic and socio-emotional needs.

We also want to develop our teachers' capacity for leadership by having teachers lead professional development workshops in our school. We have talented teachers who can share their area of expertise and best practices with their colleagues, resulting in reflection and discussion about pedagogical practice among colleagues that will not only improve instruction but will also nurture an environment of collegiality and shared leadership.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To build distributive leadership capacity among UNHS staff via choosing teacher leaders for grade level teams, departments, professional development teams, inter-classroom peer observation teams, lesson studies, and data inquiry teams to more effectively implement promising pedagogical practices that will contribute to a 5% increase in the number of Highly Effective ratings in Domain 4 of Advance (the domain that evaluates professional growth) by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create a teacher advisory board to meet with administration weekly to discuss issues, ideas, and suggestions.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal and assistant principals</p>
<p>Design weekly teacher schedule that will include and allow for common planning time meetings.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal, teacher approval via UFT vote, programming department</p>
<p>Guidance counselors will lead grade level meetings once a week to facilitate focus on students' social emotional and academic development with corresponding action plans.</p>	<p>Guidance counselors</p>	<p>Weekly, starting 9/16</p>	<p>Guidance counselors</p>

Plan for and facilitate more professional development workshops to be teacher-led in these areas. Teachers will choose their own professional development study group based on data from MOSL, STARS, ATS, Jupiter Grades, benchmarks and teacher and student annual goals.	All teachers	Monthly, starting October 2015	Administrators, professional development and inquiry teams, teacher leaders
Conduct at least three Japanese model lesson studies in every academic department with a focus on Danielson Domain 3.	All teachers	December 2015, February 2016, April 2016	Administrators, teacher leaders
Lead grade level team meetings twice a week focusing on aligning instruction (skills and content) and looking at student work.	All teachers	October 2015-June 2016	Administrators, teacher leaders
Hold teacher led department meetings once a week to address department-related issues and to design action plans based on student needs.	All teachers	September 2015-June 2016	Administrators, teacher leaders
Provide ongoing professional development on the Socratic Method (initially introduced by several teachers during the 2014-2015 school year), which will contribute to students' college readiness.	All teachers	October, November, and December 2015 and February 2016	Administrators and teachers who are successfully implementing the socratic seminar will plan and facilitate PDs
Develop system of formal and informal observations and use the outcomes for maximum teacher support by providing customized professional learning opportunities that lead to teacher growth.	All teachers	Sept. 2015	Principal and assistant principals
Provide bi-monthly teacher-led opportunities for inter-classroom peer observations and debriefing sessions to observe good practices that lead to higher student achievement.	All teachers	Weekly, October 2015-May 2016; with weekly pair debriefings and monthly whole-staff debriefings	Principal and assistant principals, teacher leaders

<p>The Attendance Team will collaborate with the CBO attendance mentor coordinator to set the agenda for the weekly attendance meetings. The CBO attendance mentor will chair the meetings. Attendance data will be reviewed and trends analyzed at each meeting. Action plans will be developed to improve individual attendance and will include (but are not limited to) wake-up calls, goal setting, mentoring, incentives, family meetings, and home visits.</p>	<p>Students with less than 90% attendance</p>	<p>Weekly-Sept. 2015 - June 2016</p>	<p>Attendance team members- guidance counselors, social worker, pupil personnel secretary, CBO attendance coordinator, AP, and attendance teacher</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Teacher and guidance counselor per session for after school professional development • Teacher per session for Inquiry Team to collect, analyze and distribute data to teachers, students and parents • Attendance team • Instructional coaches 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In January, administrators will analyze Advance teacher ratings in Domain 4, Professional Growth. We will consider a 2.5% increase in the number of Highly Effective ratings in Domain 4a as adequate progress.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	H
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Last year, we earned Effective and Highly Effective ratings in this area due to the following strengths and practices:</p> <ul style="list-style-type: none"> - Because we have a large population of non-English speaking families, all school communication is offered with native language translations. Interpreters are available at school events and workshops, and multilingual families are represented in the SLT and PTA board. - The principal attends monthly parent breakfast meetings hosted by the parent coordinator. This provides a forum for directly voicing ideas and concerns. - PTA and SLT meetings also allow for parent communication and contributions in areas such as budget allocation, workshop planning, curricular offerings and other proposed school-level programs. - We disseminate data school-wide in order to support continued student growth. We have implemented practices such as posting daily attendance data visibly in the school, providing students and families with periodic individual updates (such as cut reports, RISA reports, progress reports), posting college acceptances and sharing student achievements in home communications. Families also receive a monthly newsletter with important information about school on-goings. - The parent coordinator and other school staff engage in an open-door policy for parent drop-ins, meetings, phone calls, and other communication. The parent coordinator is available from 8:00 A.M.-4:00 P.M. daily and maintains close contact with families and students in order to provide effective individual support. 		

- The school provides relevant workshops to address issues that affect our school community, such as housing, health services, and public assistance opportunities.

- UNHS works with Grand Street Settlement, Project Hope, and other organizations to share information about local services with families.

On our Learning Environment Survey last year, 78% percent of our parents agreed with the statement, "This school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school." We want to increase this percentage. Our focus this year will be to foster more meaningful and relevant communication with parents regarding their child's progress in college and career readiness, increasing their understanding about instructional shifts resulting from Common Core implementation and the expectations that higher learning institutions will have due to these shifts.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To provide learning opportunities (Common Core Information Night, college readiness workshops for parents, skill-building workshops for families, and increased college/career exploration opportunities that include parents) to elevate their understanding of their child's progress in achieving college and career readiness, which will lead to higher academic achievement and workplace/college preparedness, evident in a 2-point increase of parent satisfaction on the 2015-16 Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Provide parents with information on Common Core shifts and curricula in each of their child’s classes through two curriculum nights.</p>	<p>Parents and students</p>	<p>Curriculum nights will be held 10/15 and 3/16 (tentative; depending on DOE calendar)</p>	<p>Teachers and administrators</p>
<p>College advisor will hold informative workshops on choosing a college, the college application process, and available support (financial and personal) for students attending college</p>	<p>Parents and students</p>	<p>Workshops will be held in November 2015 and January 2016</p>	<p>College advisor and administrators</p>

Through school sponsored workshops, provide parents with the opportunity to improve their own college and career skills to better support students at home. Workshops will include keyboarding skills, Microsoft Office suite, ESL classes, resume writing, literacy skill building via Achieve 3000, etc.	All parents	Workshops will be held starting in 10/16	Parent coordinator; business department will facilitate workshops Administrators and parent coordinator
Increase the number of college and career-related activities that include parents during and after the school day, such as invitations to Saturday Academy classes (including ESL instruction for parents and students), college trips, and visits to career workplaces such as Deloitte	All parents, students	Events will occur monthly, starting 9/15	Parent coordinator, college advisor, administrators
Continue to offer ongoing grade transparency via Jupiter Grades in all classes; require teachers to update Jupiter Grades on a weekly basis at minimum.	All parents and students	September 2015-June 2016, weekly updates	Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> - Purchasing school website and Jupiter Grades - Teacher per session to teach computer and ESL classes for parents and for leading events for families - College trips - Purchasing Achieve 3000 to be used by ELL students and parents to build literacy skills 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Results of two in-house environment surveys (to be completed in October 2015 and February 2016) will be used to measure parent satisfaction with the school's communication of their child's progress in achieving college/career readiness. The October 2015 survey will be used as a starting benchmark. A 1-point increase on the February 2016 survey will be considered evidence of progress toward our goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Regents scores; NYSESLAT scores; teacher recommendation; grades; parent concern; student concern; counselor concern	<ol style="list-style-type: none"> 1. Explicit teaching of literacy strategies 2. Achieve3000, reading program to support ELL instruction 3. College Summit to address essay writing and resume building 4. Implementing Collections curricula that fully addresses CCLS 	<ol style="list-style-type: none"> 1. Whole group 2. Whole group, one-to-one. 3. Small group and whole group 	<ol style="list-style-type: none"> 1. During school day 2. During school day 3. During school day
Mathematics	Regents scores, class grades, teacher recommendation, parent concern, counselor referral, and student concern	<ol style="list-style-type: none"> 1. DeltaMath.com: Instructional videos, examples and practice problems with immediate feedback 2. ST Math: Math software program that uses spatial-temporal reasoning to teach math concepts 3. Make up modules: Students who have fallen behind are given a spiraled module. Students demonstrate adequate mastery through completion of the spiraled 	<ol style="list-style-type: none"> 1. One-on-one and small group 2. One-on-one and small group 3. Independent instruction 4. One-on-one and small group 	<ol style="list-style-type: none"> 1. Before, during, and after school 2. During school day 3. Before, during, and after school 4. During and after school

		module. 4. Peer Tutoring		
Science	Regents scores, class grades, teacher recommendation, parent concern, counselor referral, and student concern	<ol style="list-style-type: none"> 1. Explicit teaching of document analysis and test-taking strategies 2. Use of technology: (SMART boards, iPads, laptops, virtual labs, content videos, ELMOs) to enhance lessons and facilitate teacher modeling of reading and writing strategies 	<ol style="list-style-type: none"> 1. whole group 2. whole group, small group and one-to-one 	<ol style="list-style-type: none"> 1. During and after school 2. During and after school and on Saturdays
Social Studies	Regents scores, class grades, teacher recommendation, parent concern, counselor referral, and student concern	<ol style="list-style-type: none"> 1. Explicit teaching of document analysis and test-taking strategies 2. Target students to participate in Student Government in an effort to personalize learning about civic duty 	<ol style="list-style-type: none"> 1. Whole group 2. Small group, one-to-one 	<ol style="list-style-type: none"> 1. During and after school and on Saturdays 2. During school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral, parent and/or student concern, service provider recommendation	<ol style="list-style-type: none"> 1. Peer mentoring 2. Small group and individual counseling 3. Functional Behavioral Assessment (FBA)/Behavioral Intervention Plans (BIPs) 4. At-risk counseling 5. Mediations 6. Special Education referral and evaluation 7. Home visits 	<ol style="list-style-type: none"> 1. Small group and one-to-one 2. Small group and one-to-one 3. One-to-one 4. One-to-one and small group 5. Small group 6. One-to-one 7. One-to-one 8. One-to-one and small groups 	<ol style="list-style-type: none"> 1. During school day 2. During school day 3. During school day 4. During school day 5. During school day 6. During school day 7. Before, during, and after school 8. Before, during, and after school

		Participation in partnerships with CBOs		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Inquiry Team will design a calendar for benchmark exams that measure students' progress towards mastering skills and content in each subject as described by the Common Core Standards. Department teams design benchmarks for each subject class and peer-evaluate the exams based on a rubric previously created for this purpose. The Inquiry Team will disseminate benchmark data to teachers in terms of student progress toward Common Core Standard mastery. The Inquiry Team will provide professional development workshops in analyzing assessment results and developing instructional steps to address areas of concern.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	276,254.00	X	12, 17, 20, 23 27 5A/4b, 5B/4b, 5C/4b, 5D/4b, 5E/5b

Title I School Improvement 1003(a)	Federal	16,979		
Title I Priority and Focus School Improvement Funds	Federal	72,764	X	12, 17, 20, 23 27 5A/4b, 5B/4b, 5C/4b, 5D/4b, 5E/5b
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	12, 17, 20, 23 27 5A/4b, 5B/4b, 5C/4b, 5D/4b, 5E/5b
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,164,617.00	X	12, 17, 20, 23 27 5A/4b, 5B/4b, 5C/4b, 5D/4b, 5E/5b

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

UNHS School-Parent Compact

University Neighborhood H.S., 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 on assessments.

University Neighborhood High School encourages the participation of parents through an increasingly active parent volunteer program. Other avenues where parental participation is encouraged are the School Leadership Team and Parent Teacher Association. All parents/guardians will be eligible to join. The Title I committee will be consulted regarding use of Title I funds in the school during the October PTA meeting and will be involved in the development of the school's Title I Parent Involvement Policy and Parent School Compact.

In order to build an effective home-school partnership, University Neighborhood High School will provide the following:

- Annual distribution of a Parent/Student Handbook will be distributed to students during the first week of school. At this time, students and their parents will have a clear understanding of the school mission and vision and capture a deep understanding of the expectations that we have for our students.
- PTA and SLT meetings are scheduled throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic benchmark assessments that take place. SLT and PTA meetings will take place the third Wednesday of the month. The schedule can be adjusted for school non-attendance days. Meetings will focus on how parents and teachers can work together to monitor a child's progress in order to improve student achievement.

- A PTA workshop where parents can network and receive training on navigating the New York City - DOE website (ARIS, Jupiter Grades & Sharp Schools) will be held during the fall term of 2015-2016.
- The Council of Student Activities will plan to hold annual events for parents/students: Periodic Appreciation Ceremonies, Parent/Volunteer Week, Senior Parent Activity Day, Family Day Luncheon Raffle, and Annual Breakfast with the Principal, Field Trips, Holiday Breakfast, etc.
- A minimum of four parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
- Continuous communication to assist parents in understanding the school curriculum and student achievement through ARIS, Sharp schools, Jupiter grades, mailings and periodic student achievement reports. A newsletter from the Parent Coordinator will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder via phone calls and our school website.
- A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
- A Parent Involvement Form will be distributed to all students at the beginning of the school year and also available at the first parent teacher conference by the school. The school will work with the Parent Inquiry Team to compile and review responses on the opinions and concerns of parents regarding current programs and suggestions for improvement.
- Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understood by all. Parents and members of the community are always welcome at University Neighborhood High School.

I. School Responsibilities

- Provide a rigorous curriculum that is aligned with the Common Core Content Standards and is free from instructional barriers. It is our responsibility to support an effective learning environment that enables the participating children to meet and exceed the NYS student academic achievement standards as follows:
- The school will provide high quality curriculum and instruction by hiring highly qualified teachers that meet NCLB Title 1 requirements.
- The school will then, in a collaborative fashion, put together an academic program that meets or exceeds all mandated time requirements for the four core academic classes.
- Curriculum and instruction will be rigorous and designed by staff in a collaborative fashion and with the guidance of in house professional development, regional resources, and privately contracted educational entities, as well as our partnership with New York University, to ensure that instruction is differentiated to meet the varied skill levels of the students. Students identified as at risk will receive academic intervention for 30 minutes five times per week during lunch or after school. Students with high academic standing will be offered the opportunity to take college courses at CUNY Baruch College, BMCC, and LaGuardia CC during and after school.

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

- The school will provide parents with a Jupiter grades password to the on-line grading book to track their children's ongoing progress through graduation as well as receiving report cards 6 times a year.

- In addition, parent teacher conferences will be held four times per year during assigned dates, as set forth in the NYC DOE school calendar.
- Individual classroom teachers will contact parents if a student is struggling and consult with guidance for suitable interventions to promote student success.
- 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:

We, as students, will share the responsibility to steadily improve our academic achievement and achieve the State's highest standards for success. Specifically, we will:

- Be in school every day and on time.
- Do my homework every day and ask for help from teachers, parents or peers when necessary.
- Read at least 30 minutes every day outside of school time.
- Give our parents all notices and information received by me from my school.
- Engage in extra-curricular activities, such as clubs, sports, or student government.
- Promote a positive tone within the school building through my words and actions.
- Not engage in physically destructive acts such as graffiti writing or destroying school property.
- Attend all after school and Saturday Regents Prep sessions offered by the school if applicable. Participate in services provided by the school or Community Based Organizations to receive academic tutoring and/or test preparation.
- Follow school rules and DOE discipline codes.
- Promote a safe and effective learning environment for all students.
- Participate in after-school peer tutoring /mediation program.
- Respect all members of the UNHS community, including fellow students, teachers, staff, parents, etc.

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>University Neighborhood HS</u>	DBN: <u>01M448</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

The Saturday Academy Math/ Science ESL course, teach 30 ELL students key ideas in geometry and algebra in a more visual and hands-on manner to ensure understanding of those critical concepts. The academic vocabulary needed to understand and explain the mathematical concepts will be developed to enhance student understanding of the concept and increase the students' vocabulary. Science concepts that are embedded in all disciplines of science such the cycles (water, carbon, nitrogen) density, physical and chemical changes, acid/base reactions, the scientific method, writing laboratory reports, and microscope usage will be taught hands-on with technical and simple vocabulary so students have better access to the curriculum during the regular school. Common Core aligned materials including selected Engage NY units that are not used for these students during the day program as well as on line resources will be used.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____ To increase parent involvement, we will organize four workshops for parents presented by Achieve3000, an online literacy skill-building program. The first workshop on Saturday, January 10, 9:00-10:00 will be a Collaborative Learning Session with ELL students and their parents. The focus will be on how to use the Achieve3000 program at home and in school. Our bilingual Chinese and Spanish guidance counselors will translate the workshop. On March 26, 2015 from 3:30-5:00 (Parent/Teacher Night), Achieve3000- will conduct a second workshop specifically for ESL parents to review how the program can help students prepare for the NYSESLAT. We will offer two ESL parents college information sessions. On October 8, 2014 from 5:00-6:30 P.M., the Road Map to College Workshop will be held for parents. On January 7, 2014 from 5:00-6:30 P.M., the FAFSA- How to Pay for College; this workshop will be presented by our college advisor and translated by our bilingual Guidance counselors. In addition, two Saturday ESL parent classes will be offered in computer literacy Ms. Angela Pizzo Computer teacher December 6, January 10, following the Achievement3000 workshop so they can practice what they learned. Students and parents will then participate in a publishing event where they present their work to their parents on the computer, with bilingual translations done by the students. _____

Part E: Budget

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

Allocation Amount: \$11 2 00

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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 ENL teacher, and one parent.

Principal Elizabeth Collins	Assistant Principal Patricia Catania
Coach Shane Purse	Coach Fay Pallen
ENL (English as a New Language)/Bilingual Teacher Christina Ziotis	School Counselor Kitty Chu
Teacher/Subject Area Jean Wright	Parent Milagros Gchanglerth
Teacher/Subject Area Jessica Lopez	Parent Coordinator Lisa Ranson
Related-Service Provider Danielle Rizzi	Borough Field Support Center Staff Member Paula
Superintendent Marisol Bradbury	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	366	Total number of ELLs	52	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	52	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	11
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	6

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	36	8	2	10	8	2	6		6	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										7	1	1	0	0
Chinese										13	12	9	7	0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	3	2	1	0
Emerging (Low Intermediate)										3	3	1	2	0
Transitioning (High Intermediate)										1	2	3	0	0
Expanding (Advanced)										8	2	6	2	0
Commanding (Proficient)										2	3	3	2	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	2	3	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										4	6	5	4	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA		0		
Integrated Algebra/CC Algebra	2	4	1	3
Geometry/CC Algebra	17	0	12	0
Algebra 2/Trigonometry	19	0	14	0
Math _____	0		0	
Chemistry	11	0	4	0
Earth Science	0	11	0	6
Living Environment	6	11	6	9
Physics	0	0		

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	4	26	2	19
Geography				
US History and Government	1	10	1	7
LOTE				
Government	0	0		
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use the NYSITELL, NYSESLAT, Achieve3000, a school-made ENL benchmark exam modeled after the NYSESLAT (given quarterly) and QRI (when necessary), writing samples, and conference notes to determine early literacy skills of our ESL students. The data collected and analyzed from these assessments informs UNHS's instructional plan as to the focus of our stand-alone ESL courses and the type of support the ENL teacher should provide for our push-in to content classes. Our ELLs vary from Beginner ELLs at the Preprimer level to ELL students who have passed the ELA Regents with an 80. These varied groups require very different teaching methods and content materials.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
According to the NYSITELL and NYSESLAT, we have 62 ELLs: 19 beginners, 24 intermediates, and 17 advanced. The NYSESLAT shows that our students score best in the reading section at 53%, and writing is the lowest for all students. Although they score better and may understand what is said to them, they struggle with verbalizing responses in complete sentences. Beginners and some intermediates scan the area for a Chinese speaker to assist them before they attempt to answer in English. We are persistent in encouraging students to try to speak in English. Data patterns observed on the NYSITELL and NYSESLAT proficiency levels show that 25 of our students (53%) perform the same or better on the reading than the listening and speaking, but for all of our students writing is the lowest component.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO is used to help us see the progress of the students over time. It is especially helpful in getting to know our new students. It assists us in programming students appropriately and avoiding mid semester adjustments. In conjunction with NYSESLAT results for listening/speaking and reading/writing, benchmark exams, writing samples, verbal presentations, and Achieve3000 data, we program students according to ENL levels and the specific strengths and needs of the individual students. Each teacher develops a goal tied to the NYSESLAT for each class. Each student writes a personal growth goal in advisory class that is reviewed with each benchmark exam/report card and analyzed for revisions.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

ENL only:

- a. ELLs perform significantly better on exams in their native language for both Regents and classroom exams when there was a larger reading and writing component, like in global history. The pass rate for the Geometry Regents, which also does not have a translated version, was 71% among our ELLs. On the other hand, 75% passed Algebra in their native language, and 50% passed who took it in the native language. On the Living Environment Regents, the students who took the exam in English passed at a rate of 100%, and those who took the exam in their native language had an 82% pass rate. In Global History there was a 50% pass rate for those taking the exam in English and a 73% pass rate for those taking the exam in their native language. These grades are similar for all exams; ELLs who choose to take the humanities exams in their native language did better but in math and science there was little difference in the exams in their native language significantly outperform those who take the exam in English.
- b. The inquiry team (including administration) analyzes the results of our school-wide benchmark exam to inform instruction in ENL classes and in all classes to support the needs of ELLs. We noticed that many ELLs also perform better when they have some translation support. Key words are translated to support understanding. Students have access to the teachers' Powerpoints and use Google Translate when appropriate to support student understanding. We have beginner, intermediate and advanced students in 9, 10, 11, and 12 grades. Because our ELLs are distributed across all grades, beginners and intermediates receive stand-alone ENL classes which include basics such as the alphabet and letter sound correlations, Achieve 3000 for reading comprehension, and writing and speech communications.
- c. School leadership and teachers analyze data from our quarterly, NYSESLAT-like benchmark exams, which include reading, writing, speaking and listening, to inform instruction. Through thorough analysis of these tests, we were able to determine that we needed more basic classes to support the needs of our ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RTI Guide for Teachers of ELLs*.]

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

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

All students take at least one period of Home Language Arts. We have determined through reviews of research, teacher observations, and all testing data that most students are able to transfer skills learned in their home language to learning English. Ms. Wang, our dual certified Chinese and ESL teacher, teaches home language arts to all of our Chinese speakers, who account for over 80% of our ELLs. When ELL students are confused in English, we have found that informal "turn and talk" in their home language, keyword translations, and interpretations are very helpful. ELLs are given access to ipads, where they use Google Translate to support their concept development in both English and their native language. "Turn and talk" is used in English and/or Native language by all teachers, with the summary/share back in English.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Not applicable

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

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

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When we enroll students new to the NYC school system, we administer the Home Language Survey to parents with the students. The survey is administered by one of our licensed ENL teachers: Linda Wang, the Chinese ENL teacher or Jessica Lopez, the ENL/Spanish teacher. This is done the first day the parent arrives with the student at our school. The teachers interview the parents (with a translator if needed) and determine whether or not the student is eligible for testing. The Spanish-speaking paraprofessionals (Alba Perez, Juan Duarte, Amarylis Rodriguez), school aides/secretaries (Shelley Maldonado, Sylvia Fragliossi, and Camila Morales), and the Chinese paraprofessionals (Cindy Kong and Lucy Michener) also help communicate with the parents who speak Spanish and Chinese. The DOE interpretation department at (718) 752-7373, ext. 4 is used when a student whose language no one speaks at our school starts attending.

The informal parent teacher interview and NYSITELL are used to determine ENL eligibility. The parents and students are interviewed upon arrival at UNHS by Ms. Wang, dual certified ENL and Chinese teacher or Ms. Lopez, Dual certified ENL and Spanish teacher. If a family with a different language comes to UNHS we use the DOE interpretation unit at (212) 752- 7373 to help conduct the interview. If a home language other than English is used, the NYSITELL is administered to those students within ten days of their enrollment at UNHS. The NYSITELL is administered by Ms. Wang or Ms. Lopez. The results are given to the pupil personnel secretary for entry in ATS. The bubble sheets are scanned and sent to the central office according to the testing calendar.

We review the latest NYSESLAT scores as soon as they come out in the summer to ensure we are properly programming students for the required number of ENL minutes per week. Additionally, we use the AMAO report to analyze students’ progress over time and program them to best meet their needs. In September, all ENL teachers review the RNMR report to see what modalities need to be emphasized and where the strengths of the students lie.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ENL teacher administers the SIFE questionnaire. All teachers and guidance counselors observe the student in academic and social situations in English and their home language. The student’s progress is discussed during weekly grade level meetings.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our Language Proficiency Team consists of guidance counselors Kitty Chu and Irma Suarez, ENL-licensed teachers Linda Wang, Christina Ziotis, and Jessica Lopez, and Assistant Principal Patricia Catania. The LPT confers with the Committee on Special Education which consists of AP Catania, K. Silberies SE/ELA teacher, and S. Denise (School Psychologist) to determine whether or not a student’s disability may be impacting the student’s ability to speak, read, write, or listen in English.

Based on the recommendation of both committees, which includes parent input (especially during the annual IEP meeting), the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent’s preferred language is sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Families have 20 days to accept or reject the recommendation. Generally parents are part of the IEP meeting and decide and sign the paperwork at that time.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ENL coordinator, Linda Wang, works with Patricia Catania to send these letters to parents within five school days after determining the NYSITELL score. After the tests are scanned, Ms. Wang or M. Lopez calls the parents to tell them whether the child is eligible for ESL services in their home language. They tell then that they are sending home the letter with the child and that it must be signed and returned the next day. If the child forgets it the next day, the parents receive another phone call in their home language. if the child forgets the letter again, the parent is asked to come in to sign the letter.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Our bilingual guidance counselors and ENL coordinator Linda Wang meet with parents to discuss test results in their home language and explain the appeal process. The letters are given to the pupil personel secretary, who files them in the child’s permanent record.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- The first time the parent comes to the school to enroll their child, the ENL coordinator, Linda Wang (Chinese) or Ms. Lopez (Spanish) administers the HLIS to the parents (using the DOE interpretation unit if needed). An individual orientation with the student's guidance counselor and/or the parent coordinator occurs. The parents are given time to view the NYCDOE video in their home language on the OELL website that explains their program choices. If parents are unable to view the video at this time, they are given the option of returning by appointment to view the video at their convenience or to take the DVD home to view it. Parents also receive the NYCDOE brochure explaining their program choices of TBE, Dual Language and ENL; the ENL coordinator, Linda Wang, and the guidance counselor explain students' choices and answer questions the parents may have. Once parents have viewed the video and had their questions answered, they complete the program selection form. In most cases, this is done on the first day the student enrolls in school. The LAB-R or NYSITELL is administered and hand-scored by Linda Wang, ENL/Chinese licensed Teacher and ENL Coordinator. Results are entered into ATS. It is always completed within 10 days of the student's first entry into NYCDOE schools.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- UNHS ensures that entitlement letters and the Parent Survey are given to parents when they enroll their child in school. Ms. Wang, our ENL coordinator, collects the Parent Survey at the time of enrollment. Ms. Wang gives the completed forms to the Pupil Personnel Secretary to secure in the student's permanent file in room 301. If parents would like more time to explore their options, they complete this form at home and mail it in or send it back with the student. If for some reason the parent does not return a program selection form, the ENL coordinator follows up by phone or, if necessary, a home visit. Parents are advised that if they do not complete this form, the default choice is a TBE program. Generally the parents choose an ENL program that is available at UNHS. We do not have sufficient numbers of students in a particular grade to offer a TBE. If parents want their child to enroll in a TBE, our parent coordinator helps them with the transfer process by contacting the enrollment center for ELL transfers and finding out options that best fit the student. Continued entitlement letters are distributed and collected by Ms. Wang in the fall when the NYSELAT scores from the previous May are released. All correspondence is made in the parents' home language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The school secretary informs the AP who in turn assigns the ENL teacher, bilingual guidance counselors, or parent coordinator to follow-up with the family. All correspondence is made in the parents' home language.
9. Describe how your school ensures that placement parent notification letters are distributed.
- One of the ENL teachers who administers the NYSITELL gives the child the letter and calls home to ensure the parent is looking out for the parent notification letters in their home language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All such documents are maintained by the school secretary in the student's permanent file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- We use the RLER report from ATS to determine the students eligible for the NYSESLAT. This list is cross checked by the ESL teachers (Lopez, Wang, Ziotis, Wright), guidance counselors (Suarez and Chu), and assistant principal Patricia Catania. The speaking portion of the NYSESLAT is administered the first week it is available. The list of NYSESLAT eligible ELLs is split among Wang, Ziotis and Lopez. A spreadsheet is created to record all students' completion and scores. Teachers then create a calendar of when each student will be administered the speaking portion of the NYSESLAT. The language paraprofessionals make phone calls home reminding the parents of the exact day of the NYSESLAT. News of the NYSESLAT is sent to parents in their preferred language, included on the universityneighborhoodhs.com website (which is translatable), included in Parent Coordinator Ranson's newsletter, and phone messengered home. Students missing the exams receive follow-up phone calls home by the language paraprofessionals or ENL teachers.
- The reading, writing, and listening sections of the NYSELAT are given at the same time to all eligible students, during the first few days of the testing window. Students are told in class of the upcoming NYSESLAT, letters are sent home in the native language informing parents of the exam, and the phone messenger reminds families of the upcoming NYSESLAT exam in the parents' preferred language. Students who are absent for the exam receive phone calls home by the paras or teachers to remind them of the missed exam and to come to school the next day to make up the exam. Make-ups are done by Ms. Wang, our ENL coordinator, during the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- In September all eligible students are given the entitlement letters in their ENL class in the parents preferred language. The ENL teacher Ms. Wang, Ms Ziotis, or Ms. Lopez is responsible for distributing and collecting the letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years, the trend is that our parents choose free-standing ENL, so that is what we offer at UNHS. The continuing students, most of whom enter from middle school already entitled, are all currently enrolled in ENL programs. We also send out letters to parents of students who are no longer entitled so that they understand what services their children are receiving. We encourage former ELL students to attend our after-school Title III program, after-school tutoring, and Regents prep classes. Our guidance department reviews these students' credits and counsels them periodically to monitor their progress and provide additional support. ENL Coordinator Ms. Wang and the pupil personnel secretary note the choices of the parents. We have only sent one family away in the past 3 years because they wanted a TBE Spanish; we only have a total of 6 Spanish-speaking ELLs in grades 9-12 and could not accommodate their request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Students are programmed into ENL classes based on their literacy levels. Beginners receive 3 classes per day. At least one is a homogenous pull out class with students working rigorously with an ENL teacher to develop letter-sound recognition, build vocabulary and develop an understanding of English grammar and sentence structure. At least one class is a push-in so the ENL teacher and can support the students in the content area and help them develop skills within that class as well as modify the lesson. Advanced students take one push-in ENL class. High intermediate students take 2 push-in classes and lower intermediates take one push-in and one pull-out class. In ninth grade there is a group of ELLs that travels together since the overwhelming majority of ninth graders need the same exact classes. 10-12 graders get individualized programs based on their needs. Former ELLs generally have one push-in class. They also have the option to attend the Title III after school or Saturday Academy.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The programmers, guidance counselors, and the assistant principal of ENL meet to discuss the needs of each individual ELL student at UNHS. Students' transcripts, NYSESLAT scores, and teacher recommendations are used simultaneously to determine the classes the students need, and they are programmed accordingly. We have a stand alone/integrated ENL model. ELL student records and grades are reviewed by the guidance counselors and ESL teachers every 6 weeks to monitor their academic achievement and to provide counseling as needed. Jupiter Grade reports are always available to students and parents to help communicate progress in all classes. Most of the advanced students are serviced in their content area classes via a co-teaching model with one content area teacher and one ESL licensed teacher co-teaching in ELA or social studies for one period per day, 225 minutes per week. Some advanced students have one heterogeneous mixed-grade, free-standing ENL class as it better suits their needs. Intermediates are serviced in one content area class per day via a co-teaching model period and attend one heterogeneous mixed-grade, free-standing ENL class, taught by a licensed ESL teacher. Beginners are serviced in one content area class and are taught ENL two additional periods per day by a licensed ENL teacher: one homogeneous and one heterogeneous mixed-grade class, both taught by licensed ENL teachers. All Native Spanish-speaking and Chinese-speaking students receive HLA one period per day. Each period is 225 minutes per week. Beginners receive at least 3 periods or 675 minutes per week of ENL. Intermediates receive 2 periods or 450 minutes per week. Advanced students receive 1 period or 225 minutes per week. Every student in UNHS receives at least one ELA period a day or 225 minutes per week. If students need additional credits in ELA, or extra support in ELA if they are ELLs, and their program allows, we schedule them for a second ELA period.

ENL strategies include using all four modalities during every class period, and other scaffolds and modifications as necessary such as leveled texts, guided reading, small group previews, key words translated, turn and talk and other strategies in increase ELL student engagement and understanding.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

As a small school with only a free-standing ENL program, the language of instruction in all classes is English. All lessons are differentiated for ELLs. The teachers scaffold instruction for the different proficiency levels including leveled texts, guided reading, jigsaws, etc. Home language supports are added to word walls in all classrooms, translated on texts, and verbally discussed with the assistance of language paraprofessionals and bilingual teachers. All teachers have been trained in ENL strategies and are encouraged to use Achieve3000 to have appropriate leveled texts to use in their classrooms. All classrooms have SmartBoards so the content is written, projected in English and students' native languages (although generally only spoken in English to the class). Analysis of our ELL assessment data occurs at grade level meetings, by ENL teachers, by the LAP team, and by the inquiry team to discover patterns and synthesize their use in daily lessons. Materials used in the ENL program include articles from Achieve 3000, NY Times Articles, a variety of books on varying levels to meet the needs of each student, and NYSESLAT review books. Students use ipads for research, writing essays, and making presentations. There is pattern of stronger development in reading, good progress in listening and speaking, and students' struggling most with writing across all grade levels and proficiency levels. This has led the ENL teachers to focus on literacy development and infusing the curriculum with activities designed to scaffold the development of reading and writing. These activities will focus on using the strengths of the students' reading comprehension skills already developed to increase writing skills through the use of recently created, school-wide annotation skills, graphic organizers, note taking sheets and other scaffolding strategies for the development of writing. Every lesson in every content area is CCLS aligned. Teachers have been trained to incorporate reading, writing, listening and speaking into every lesson.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All ELLs are appropriately evaluated by our bilingual ENL teachers, Ms. Wang in Chinese and Ms. Lopez in Spanish and their levels in their native language are recorded and shared during C-6 meetings. All students have been tested using Achieve 3000 to determine current reading levels in English and Spanish (for students with a home language of Spanish. Interestingly, once beginners are excluded, intermediates and advanced ELLs performed similarly to the general population at UNHS. Beginners scored at considerably lower levels with most being pre-primer- grade 2.

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?
- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. All SIFE students are programmed for our free-standing ENL program. They are given additional literacy-based activities integrated into the ENL curriculum. They are also programmed for HLA if they are Spanish or Chinese speaking to provide additional language development in their native language and to help transfer skills from their native language to English. Additionally, they receive 40 minutes of AIS three times a week and are encouraged to attend the after-school tutoring program and our after-school Title III program. Their records are reviewed in Advisory/Leadership class and by guidance counselors. Counseling is offered as needed.
- b. Our ELL students with 0-3 years of ESL service receive extensive ENL support in ELA through a co-teaching model and receive two periods of ESL classes to ensure they are getting the basics that they need and are using all four modalities. Students will read and write, but also practice pronunciation, recite poems that they will analyze, and perform poems they write. Additionally, a translation paraprofessional is in their classes 8 times per week to develop the transfer of skills from their native language to English. The language of instruction is English and the teachers scaffold instruction for the different proficiency levels. They also maximize cooperative learning activities. The use of technology (Smartboards and LCD projectors) has enabled our teachers to write and project much of what is said in class to support ELL reading and writing skills.
- c. Our entitled students who have between 4-6 years of service receive instruction focused on the development of reading and writing, the language modalities that they struggle with the most. During the instructional day, students receive ESL instruction in all four language modalities but with a particular emphasis on reading and writing. This instruction is through theme-based units based on and connected to the ELA Curriculum, which is CCLS aligned. The curriculum is supplemented with a short story unit, interactive drama unit, memoir unit, Achieve 3000, and other teacher-created curricula. This curriculum uses the reading/writing workshop model. In ESL and ELA classes, students are trained in reading comprehension strategies through the Reading Rewards Program and the Seven Habits of Good Readers. Classroom libraries in ESL and ELA classes provide opportunities for students to read and write about literature at their appropriate reading levels. In writing workshop classes students learn how to develop their writing in stages using the writing process, particularly revising and editing their work. In other content classes, teachers use ESL methodology to support student learning. In particular, they use scaffolding strategies, provide differentiated assignments, differentiated texts (some through Achieve3000) and focus on academic language (process words – describe, compare- and word walls with native language supports) that students need to be successful in their content. The Noteworthy series and Achieve3000 writing section are also used to support the development of the writing process.
- d. Long-term ELL (LTE) students have received 6 or more years of service. LTE students attend AIS for 40 minutes, 3 times a week, and all ELLs are encouraged to attend our afterschool Title III program. They receive the same instructional program listed above for the students who have received 4-6 years of service. In addition, teachers are aware that these students have stronger speaking and listening skills than reading and writing skills. They participate in the ESL program with curricular activities designed to enhance their test taking skills and to develop their reading comprehension and writing and organization of writing skills. These students are proficient in speaking and listening so their strengths in these areas are used to support their development of reading and writing skills with an increased emphasis on writing. Our long term ELLs often struggle with the academic language imbedded in standardized exams and texts so vocabulary development is also an important part of this curriculum as well. Five of our long term ELLs are also SWD and should be x-coded as their skills in English have far surpassed their skills in their native language. Of these five, none had attended school in their native language and therefore do not read or write in their native language.
- All former ELLs (within 3 years) are given 1.5 time, translated versions of exams and bilingual glossaries and dictionaries. For the English Regents, the ELLs and former ELLs receive a third read of the listening portion of the exam. Additionally, ELLs receive at least 90 minutes of ESL classes weekly either as a co-taught ESL class in ELA or social studies or a standalone ESL class.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- We have never had to re-identify the ELL status of any student. If we did we would do the following:
1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
 2. School reviews all documents related to the initial or reentry identification process detailed above.
 3. School reviews the student's work in English and in the home language.

4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

Academic progress is ensured through weekly grade level meetings with all teachers and guidance counselors. Any student failing any subject is referred to after-school tutoring, counseling or parent meeting as necessary to ensure all students pass or classes on all report cards and are making adequate progress towards their academic goals.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

All teachers use key words in native language to support concept development. Teachers and students have access to ipads that

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

Only one SWD/ELL is a beginner, so he also takes one free-standing ENL class in addition to ICT classes for ENL and SWD. Special education students receive integrated co-teaching services in their major subject areas in addition to participating in the ENL program. Five of our 14 SWD/ELL students should be x-coded as they have had 9-12 years of ENL service and started NYC public

Chart schools in kindergarten. All five are proficient in listening and speaking and advanced or intermediate in reading and writing.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

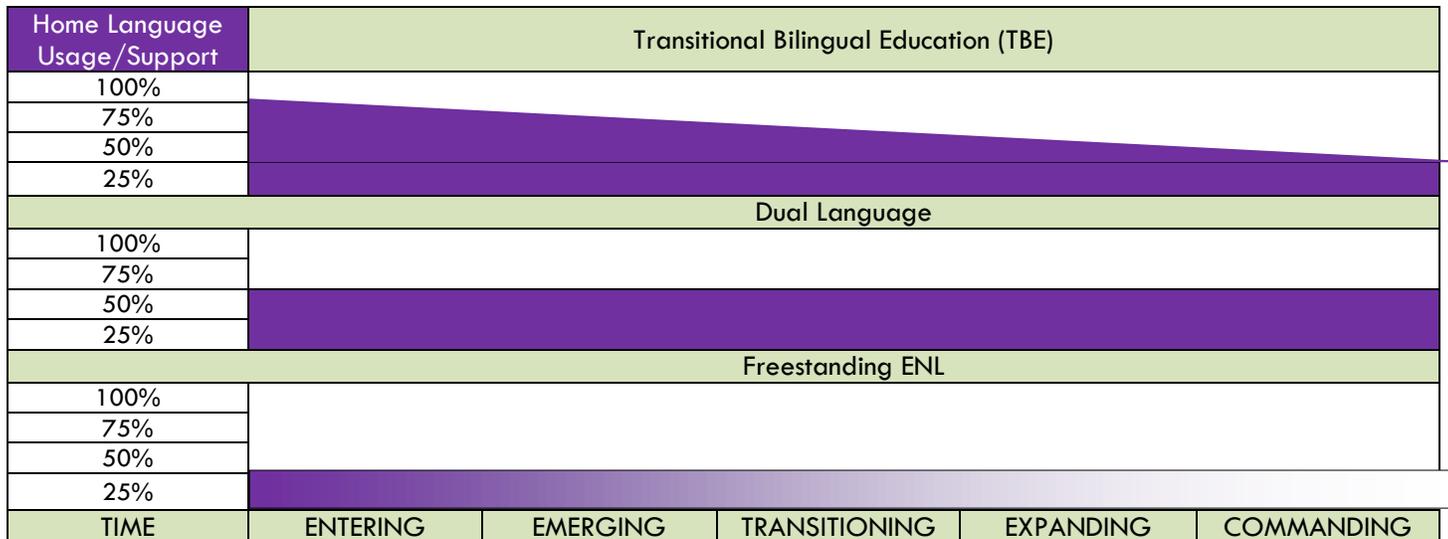


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Programs for "Entering" students include two periods of ESL plus one co-taught class. Math for 9th graders is taught by a bilingual Chinese math and ENL certified teacher. This allows her to assess student knowledge in their native language and proceed accordingly. A bilingual Chinese language paraprofessional supports the 9th grade living environment class to assess understanding and confers with the teacher regularly. ELL students ask for help clarifying concepts and with homework difficulties. The science 9th grade teacher is bilingual Spanish. The bilingual paraprofessional translates tests when needed and translates the word wall.

The ELA classes for the ELLs are cotaught with an ELA and ESL licensed teacher to support the needs of ELLs at all levels. All ELA ENL classes have a bilingual paraprofessional in the classroom. The teachers differentiate lessons to ensure all students have access to the content. Content material is differentiated and taken from different texts via the Internet and a variety of paper sources. Students have access to laptops for translation and research.

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

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

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

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

Since we do not have a formal bilingual program currently, native language is used in native and foreign language classes to develop literacy. In addition, the native language is used in content area classes, when needed, to clarify content area topics. This clarification happens orally through use of one bilingual paraprofessional, bilingual teachers, and through providing opportunities for English proficient bilingual students to work collaboratively with their peers to clarify questions and summarize key material for their ELL peers. Teachers also provide NYSED bilingual glossaries and translated materials in content area classes where available. Teachers also develop bilingual or trilingual word walls as needed. Teachers incorporate key words in Chinese in Powerpoint presentations, and post their powerpoints so students can use google translate on their ipads to support concept development in their native language. Every classroom has six ipads for student use. Students use the ipads to conduct research, create presentations, and utilize translation capabilities, among other applications.

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

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

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

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

another's learning.

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

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

We will continue to expand our Achieve3000 membership to include all content areas. Achieve3000 enables all teachers to see the current reading level of ELLs and plan differentiated lessons accordingly. Combining technology and reading comprehension have proven successful in research and our findings agree. We saw students progress based on the Achieve 3000 benchmark tests. Students and teachers liked how easily lessons could be differentiated and students enjoyed the computer time. Teachers are also integrating Smart Board technologies and PowerPoint presentations into the classroom. These technologies have improved class participation in writing in class on the board, and in students preparing their own presentations that combine graphics and words. Teacher Powerpoints have the added benefit of having what the teacher is saying also written on the board in the Powerpoint presentation. The combined verbal and visual language increases the ELL student's engagement and understanding.

We will continue to develop and provide our 'Additional Credits Saturday' Explore NY course for ELLs. This will help them learn to research NYC landmarks and parks, make presentations, plan and take trips, and write reflective journals. The Saturday Program helped the students with English, math, writing skills, the completion of projects, and computer literacy.

We will also be offering to our incoming students a summer Bridge program, with skill- and team-building activities that will help them become acclimated to high school life. and expectations.

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

We will not discontinue any programs this year.

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

ELL students receive an instructional program with the same emphasis on academic rigor as the rest of our student population. They attend classes integrated with the entire student body except for designated ENL self-contained classes for beginners (and some intermediates). ELLs are expected to read and deconstruct complex texts. They produce complex writing and presentations that reflect comprehension of academic principles and concepts as well as proficiency in different modes of academic discourse. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer conferencing, and the use of oral and written academic language.

All ELLs are mandated to attend AIS after-school. After-school programs that are available for all students including ELLs are dance, SAT prep, and credit recovery in math, English, science, and social studies. Additionally, Title III is available for ELLs only. After-school, our Title III program focuses particularly on the reading and writing skills needed to pass Regents exams and the NYSESLAT such as reading comprehension, test-taking strategies, and essay writing. We also received the "Additional Credit Accumulation Opportunities for ELLs Grant" which will incorporate Compass learning online, Saturday programs and additional after-school hours. All ELLs were invited to attend the Title III after-school program and the "Additional Credits Saturday Program."

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Smartboards are used now in every classroom. Teachers are integrating Smartboard technologies, Google translate for key words, and PowerPoint presentations into classroom to support ELLs. These technologies have improved class participation in writing in class on the board, and in students preparing their own presentations that combine graphics and words. Teacher Powerpoints have the added benefit of having what teacher is saying also written on the board in the Powerpoint presentation. They also maximize cooperative learning activities. The use of technology (Smartboards) has enabled our teachers to write and project much of what is said in class to support ELL reading and writing skills. The materials for the ESL courses are comprised of basal series that include both content and language instruction, specifically the Visions and Voices in Literature, extended fiction and nonfiction texts for class assignments as well as classroom libraries with materials across all levels for independent reading. Achieve 3000 is used to support ELLs at their current reading levels. The materials for the English class include extended fiction and non-fiction texts, classroom libraries with materials across levels for independent reading in fiction and in social studies content. Social studies students have both a high school-level social studies textbook and a supplemental text with simpler syntax and vocabulary as an additional resource; some have bilingual texts. We also provide students with bilingual dictionaries and glossaries. ELL students with special

needs participate in the same standards-based program as all UNHS students while receiving the supports they need to achieve, as reflected in their Individual Educational Plans. For additional support we bought the Achieve 3000 program, so all teachers have access to multi-level texts on the same subject. We continue to use our sets of 6 24"X36" white boards for students to write presentations on, and then present their solutions or ideas to the class.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

HLA Chinese Language Arts and Heritage Spanish are available for all native Spanish and Chinese speakers. This results in a 100% pass rate on LOTE exams with over 90% of the students receiving a 90% or above on the LOTE exams. AP Spanish, AP Spanish Literature and AP Chinese are also available and have very successful pass rates. We have hired 3 bilingual Chinese teachers and 4 bilingual Spanish teachers, 4 Spanish bilingual and 3 Chinese bilingual paraprofessionals and 1 Chinese bilingual college advisor to support cultural and academic needs of our students. Staff supports one another to translate letters, assist in creating trilingual word walls, translating exams, and phoning home.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services support correspond to the needs of all ELLs. There is no correlation between the ELL's age level, grade level and English proficiency level. We have ELLs at the entering, emerging, transitioning, expanding, and commanding levels in grades 9-12. Finding books on the students' emotional levels with low reading levels is a challenge. Achieve3000 helps, but this does not replace a novel. Students are encouraged to read in English in school, but to keep up native language reading for every third book. All ELLs are required to read in English for 30 minutes each night.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

All ELLs are invited to 2 summer orientations. These orientations are translated into Spanish and Chinese (our biggest ELL populations at 91%). Students and parents are able to meet students' teachers, learn about high school expectations, and learn about our partnerships with Grand St and NYU for activities occurring before school, during school and after school. Other opportunities for students and parents are advertised and discussed. There is an extensive question and answer period to alleviate parents' and students' anxieties about starting high school. In addition, we offer a Summer Bridge program to our incoming students to help them become acclimated to high school expectations.

19. What language electives are offered to ELLs?

Heritage Spanish and AP Spanish are available for native Spanish speakers. AP Chinese is offered for Native Chinese speakers. These are the same language elective offered to general education students and former ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. UNHS provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a New Language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Professional development for ENL teachers, content area teachers, paraprofessionals, guidance counselors, and others including the parent coordinator is done through weekly workshops during teachers' Circular 6 and on professional development days by our AP of ENL, ENL coach, Children's First Network, Compass Learning, and Achieve3000. ENL teachers and the ENL coordinator are sent to outside PDs offered by the DOE, NYU ELL Think Tank, Bank Street, and other PDs to turnkey the training to staff during our department, grade, or whole staff meeting depending on the topic. The school psychologist, guidance counselors, paraprofessionals, speech teachers, OT, PT, school secretaries, and all other school staff are required to attend these trainings. PDs will be facilitated by Cia Pinkerton from the Manhattan Borough Support Center, C. Ziotis, J. Lopez, or L. Wang, our ENL teachers.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers have received PD on integrating CCLS into all content areas. Teachers are continuing to attend trainings and turnkey best practices. ESL and bilingual teachers attend these trainings and include ESL strategies when they present to the staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All staff is invited to the student summer CBO orientations. Grand Street Settlement counselors, our certified bilingual guidance counselors and ESL teachers (Lopez and Wang) developed this orientation. These orientations are translated into Spanish and Chinese. Students and parents are able to meet students' teachers, learn about HS expectations, meet and learn about our partnerships with Grand St, NYU, College Summit, and the Theater Development Fund. They learn about activities occurring before school, during school and after school. Other opportunities for students and parents are advertised and discussed. There is an extensive question and answer period to alleviate parent and student anxieties about starting high school. Staff is trained in cultural sensitivity by our guidance counselors. We have an orientation during the September PD days into Leadership for teachers which supports teachers in supporting students during advisory periods. Topics include self advocacy, bias behavior and what to do about it, cultural training, and greeting in many languages to have students and parents feel welcome.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional Development provided during our Monday weekly staff meetings includes over 10 hours of ESL Literacy supports and is provided by Achieve3000, our ENL Teachers ENL compliance AP, AP of Humanities, ELA/ENL support coach Cia Pinkerton, and ESL Coach Fay Pallen. Scheduled PDs include: Deconstructing Complex Texts, Vocabulary Maps, Literacy Strategies Across Content Areas, and Looking At Student Work To Drive Instruction. Teachers also learn through lesson studies co-taught with ESL teachers. An emphasis on transferring skills from the Home Language into English is stressed. The use of cognates, roots, and prefixes/suffixes is developed in all content areas. During the first PD day of September with teachers, the AP of ENL distributes the NYSESLAT test results (from last year) and RLER and discusses the needs of the students based on the proficiency levels in listening /speaking and reading/writing. AMAO was compiled by the ENL AP, analyzed by the Inquiry Team, and shared with the staff during the Monday staff meeting on October 19, 2015 which included ENL teachers reviewing the most pertinent ENL strategies to help teachers support ELLs from the first day of school. We have adopted WOW! Words (Words of the Week) that have all students learning new words simultaneously. Additional PDs on data analysis to drive instruction occurs quarterly after the benchmark exams. Records for PDs are maintained in a binder in the principal's office. Sign-in sheets, agendas, and handouts are organized by date.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In September and October, the bilingual guidance counselors and ENL teachers will schedule appointments with the parents of each ELL to discuss student progress, current levels; the guidance counselors develop goals with the parents and the child. The bilingual guidance counselors individually meet with the parents of ELLs at least once a year, in addition to parent-teacher conferences in the parent's home language or through the NYCDOE Interpretation department. Initial parent orientations as well as quarterly progress meetings provide parents an opportunity to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. The schedule of meetings is kept in a shared Google doc. Parents sign-in sheets are kept on file in the guidance counselors' and parent coordinator's offices. We have bilingual Chinese and Spanish Guidance Counselors. If a parent needs a different language translated we would check to see if anyone on the staff could assist or call the NYCDOE interpretation unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. UNHS works to enhance parent involvement with our parent coordinator, PTA, SLT, and partnerships with Grand Street, NYU, and Baruch College. All of our staff, including our teachers, guidance counselors, and our parent coordinator, inform parents of school events and the progress of their children via Jupiter Grades, the universityneighborhoodhs.com website, phone messengers, letters home, and phone calls home. Jupiter Grades is an online grading system that allows parents and students to check their academic progress, missing assignments, test grades and future assignments in each class from any computer at any time and can be sent directly to a Smartphone. UNHS sponsors parent workshops on PTA evenings to teach parents how to use Jupiter grades and ARIS as well as other issues important to parents such as mental health, depression, and college admissions. We also had computer and ESL classes for parents. We hold a fun family event bi-monthly including a talent show, international day, winter festival, spring festival, college fair, and end-of-year celebration. Interpreters in Chinese and Spanish are available at every meeting. Every flyer and letter home is translated in-house by our Spanish and Chinese teachers and goes home in at least three different languages-- English, Spanish and Chinese. The parent coordinator utilizes the DOE translation via email and interpretation unit (718) 752-7373 ext. 4 when a staff member who speaks the language needed is unavailable. Translators are present at all events when parents are involved.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our guidance department, our PTA and our parent coordinator help link parents to the many neighborhood CBOs that serve ELL parents including Grand Street Settlement, Gouverneur Hospital, The Educational Alliance, Henry Street Settlement, and others. Grand Street has partnered with UNHS from its inception and is open at UNHS from 7:30 A.M. to 6:00 P.M. daily.
5. How do you evaluate the needs of the parents? In the fall and spring, translated in-house parent surveys are sent to parents, with the results disseminated in PTA and SLT meetings. Action plans are created to address the concerns and needs of ELLs and their parents. In addition, our parent coordinator, administrators, and teachers, when talking to parents throughout the year, note concerns and suggestions. They bring these to subsequent meetings, and plans of action are created.
6. How do your parental involvement activities address the needs of the parents? Parent workshops enable parents to learn about our always-available online grading system, Jupiter Grades, so parents can see their child's daily achievement and support him/her with day-to-day skill acquisition and monitor progress throughout the semester. ARIS training helps parents understand the progress towards graduation and year-end Regents grades. Two parent socials are arranged to help our immigrant parents assimilate into the community. We offer weekly ESL and computer classes for parents and community members to improve their speaking and computer skills.

D. Additional Information

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

Paste response here:

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Collins	Principal		10/14/15
Patricia Catania	Assistant Principal		10/14/15
Lisa Ranson	Parent Coordinator		10/14/15
Linda Wang	ENL/Bilingual Teacher		10/14/15
Millie Gchanglerth	Parent		10/14/15
Jean Ho-Wright	Teacher/Subject Area		10/14/15
Jessica Lopez	Teacher/Subject Area		10/14/15
Patricia Pinkerton	Coach		
Frank Cunningham	Coach		10/14/15
Kitty Chu	School Counselor		
Marisol Bradbury	Superintendent		
Paula Waldron	Borough Field Support Center Staff Member _____		
Kelly Powell	Other <u>Assistant Principal</u>		10/14/15
Christina Ziotis	Other <u>ENL Teacher</u>		10/14/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M448**

School Name: **University Neighborhood HS**

Superintendent: **Marisol Bradbur**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use the native language RLER report from ATS and our knowledge of the students and their parents to determine the translation needs of our population. This is cross referenced and updated quarterly and annually revised using the emergency cards. Currently we need translations in Chinese and Spanish only. Our other home language is Arabic, but those families also speak English. Chinese translations are required for just under 50% our parents (only one written Chinese language). However, oral interpretations in Chinese include Mandarin, Cantonese, and Fukaniese. Spanish is required for about 15% of our parents. These findings were discussed at a staff meeting where the RLER with home language preferences and ELL student status was distributed. It was also addressed at the PTA and SLT meetings. The ESL department amends the Home language report from ATS and explains and distributes it to all staff during a PD in September. The rest of our parents are native English speakers.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Currently we need translations in Chinese and Spanish only. Chinese translations are required for just under 50% our parents. Oral interpretations in Chinese include Mandarin, Cantonese, and Fukaniese. Spanish is required for about 20% of our parents. Currently we need translations in Chinese and Spanish only.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student Parent Handbook distributed in September
Monthly Parent newsletter
All letters to parents as needed.
Letters to parents with each report card October, December, February, March, May, June.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

4 parent teacher nights- September, November, March, May.
We have a bilingual Chinese and Bilingual Spanish guidance counselor, as well as several paras, teachers and school aides that are bilingual and help with daily late and absent phone calls.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We translate in-house for Chinese and Spanish via paraprofessionals. If a language we do not have a staff member proficient in is needed, we will utilize the DOE translation office.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our bilingual paraprofessionals and guidance counselors will interpret for meetings with teachers. We have a Bilingual Chinese and a Bilingual Spanish guidance counselor to meet the needs of our students and parents. The school messenger is set up so that each family is called with the language indicated on the home language survey. Bilingual paras and school aides work per session during parent teacher conferences to ensure the language needs of all families are met. Changes to the language preference are made as requested by parents. If we come across a language no staff members know, we will utilize the interpretation unit via telephone.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are trained during PDs in September on the translation and interpretation procedures. The DOE interpretation number 718-752-7373 ext 4 is given out during that initial training and given again before each parent teacher conference. All staff members are also given a copy of the home language survey results so they can request interpretation services from colleagues as needed. All Staff are given the "I Speak..." card which includes the phone numbers for over the phone interpretations. This is also posted at the entrance of the school, in the main office, guidance offices, parent coordinators office and the Teachers' Center.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Each family completes a home language survey and the results are recorded in ATS. We send home letters, the Parent/Student Handbook, and the Parents Bill of Rights in the preferred language indicated in the HLS.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We conduct an internal parent survey in October and March that collects feedback from parents on language services needed for the families.

