

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**07X495**

**School Name:**

**UNIVERSITY HEIGHTS SECONDARY SCHOOL**

**Principal:**

**HAZEL JOSEPH ROSEBORO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: University Heights High School School Number (DBN): 07X495  
Grades Served: 9-12  
School Address: 701 St. Anns Avenue  
Phone Number: 718 292-0578 Fax: 718-292-4276  
School Contact Person: Hazel Joseph-Rsoeboro Email Address: Hjoseph4@schools.nyc.gov  
Principal: Hazel Joseph-Roseboro  
UFT Chapter Leader: Alexis Tavaréz  
Parents' Association President: Sonya Fernandez  
SLT Chairperson: Hazel Joseph-Roseboro  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Grace Garcia  
Student Representative(s): Rosanna Disla  
Lidia Eugenio

**District Information**

District: 7 Superintendent: Kathy Rehfield-Pelles  
Superintendent's Office Address: 335 Adams St. Brooklyn NY 11201  
Superintendent's Email Address: Kpelles@schools.nyc.gov  
Phone Number: 718 923-5181 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandra Anormaliza  
Director's Office Address: 335 Adams St., Brooklyn NY 11201  
Director's Email Address: arathmannoonan@schools.nyc.gov  
Phone Number: 718 923 5202 Fax: \_\_\_\_\_

## 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 Comprehensive Educational Plan (CEP) 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)
Hazel Joseph-Roseboro	*Principal or Designee	
Alexis Tavaréz	*UFT Chapter Leader or Designee	
Sonya Fernandez	*PA/PTA President or Designated Co-President	
Gloria Guadalupe	DC 37 Representative (staff), if applicable	
Grace Garcia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Rosanna Disla	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lidia Eugenio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nona Samuels	Member/ Parent	
Elizabeth Dove	Member/ Parent	
Tsahai Thompson	Member/ Parent	
	Member/	
Alan Hilliard	Member/ Staff	
Lillian Dejesus	Member/ Staff	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

## The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

University Heights High School is a high school that feels like a college. We provide a rich and authentic learning environment that is rigorous, college and career focused, hands-on, family-oriented and dedicated to cultivating successive generations of citizens prepared to constructively participate in the society of their time. Students take college courses, register online for elective courses and follow a college-simulated schedule. We believe in educating the "whole" child and so, we have scaffolded our resources to provide a social worker per grade to ensure that our student's social and emotional needs are met. Our partnership with CUNY provides our students with college courses as part of their instructional day. We have multiple partnerships (over 30) that provide a wealth of opportunities for our students including: After school and enrichment programs; College and Career preparatory programs; Mentoring & Service Learning; Leadership; Farming & Sustainability; STEM; Sports; Health & wellness; Entrepreneurial studies and Finance.

Our Students in our ELL and SPED populations are provided additional support and resources. Currently, we are working on closing the achievement gap on standardized tests scores particularly SAT & College readiness exams.

Last year we worked on developing strong family ties with our Parent University model. This upcoming year we will be offering our parents courses provided by CUNY. Our key areas of focus will be to continue to develop strong family ties and to develop more rigorous instruction.

## 07X495 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	486	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
				33
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	4	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	81.0%	% Attendance Rate		91.7%
% Free Lunch	82.0%	% Reduced Lunch		8.2%
% Limited English Proficient	3.2%	% Students with Disabilities		8.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		26.6%
% Hispanic or Latino	69.7%	% Asian or Native Hawaiian/Pacific Islander		2.4%
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.4
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	69.0%	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	93.4%	% of 2nd year students who earned 10+ credits		99.2%
% of 3rd year students who earned 10+ credits	86.8%	4 Year Graduation Rate		93.9%
6 Year Graduation Rate	90.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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	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	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 Graduation Rate (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	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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

#### Strengths

- Curriculum is Common Core Aligned (QR)
- Appropriate resources are allocated to support (QR)
- School uses a curricula aligned common grading policy across disciplines (QR)
- All students participate in online digital portfolio assessments. (QR)
- Over 90% of all students are on track for graduation (End of year Scholarship data)
- 80% of students are still in college after 18 months (School Quality)

#### Needs

- Developing questioning and discussion techniques specifically wait time
- Developing Socratic seminar style discussion techniques (QR)
- Improving student led discussions (QR)
- Increasing opportunities for rigor throughout all subject areas (School Quality QR)
- Increasing ELA and standardied testing scores for college readiness (School Quality-College Board)
- Continuing to align unit plans across curriculum

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Twice during the year September and February, all departments will have aligned to Common Core and Performance standards curricular units and assessments and be able to demonstrate, adjust and analyze learning outcomes for rigorous and engaging instruction by showing evidence of student skills analysis and assessments (state tests ELA,

Standardized exams, interim assessments) and by looking at student work to assess whether instruction was standards aligned and rigorous.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. On-going professional development on effective assessment designed within a culture of respect and continuous improvement</p>	<p>Teachers/Staff Students/Teachers</p>	<p>Ongoing September-June</p>	<p>Administration/Teachers Teacher teams</p>
<p>2. Offer Advanced Placement courses in all core subjects for students with appropriate professional development for teachers</p>	<p>Teachers Teachers</p>	<p>Ongoing Ongoing</p>	<p>Administration/Teachers Teacher teams</p>
<p>3. Online resources for teachers: database for digital portfolio assessment</p>	<p>Teachers Teachers/Students</p>	<p>Ongoing Ongoing</p>	<p>Administration/Teachers Teacher teams</p>
<p>4. Teacher teams planning time to continually assess and update departmental grading rubrics</p>	<p>Teachers</p>	<p>Ongoing Monthly</p>	<p>Administration/Teachers Teacher teams</p>
<p>5. Professional development of generating specific rubrics for specific assessments</p>	<p>Students Parents</p>	<p></p>	<p>Teacher teams Administration/Teachers</p>
<p>6. Customized assessments to consider and differentiate for all student needs and populations (ELL, SWD, Gifted &amp; Talented)</p>	<p></p>	<p></p>	<p>Teacher teams</p>
<p>7. Observations and Feedback cycles to ensure strengthened student engagement in ambitious</p>	<p></p>	<p></p>	<p></p>

intellectual activity and development of critical thinking skills			
8. Offer more advanced and rigorous course offerings			
9. POD Casts and workshops for families on supporting rigorous learning			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funds for inter-visitations and PD for teachers; instructional resources Gale, Power Speak, Digital Portfolios, Chrome Books; Refine schedule for common planning time.											
<b>Part 4b.</b> 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<ul style="list-style-type: none"> <li>• Interim assessment data shows growth in skills by January 2016</li> <li>• Identify trends based on scholarship reports in scholastic achievements in January 2016. <ul style="list-style-type: none"> <li>• Consortium Moderation Study</li> <li>• Monthly Consortium PD</li> </ul> </li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

#### Strengths

- Students feel safe in our school (Survey)
- Students feel there are adult(s) who care for them (survey)
- High expectations are evident (QR)

#### Needs

- Create more opportunities for challenging curriculum through real-world project based learning & college courses (School Quality)
- Increase elective offerings for more challenge through academic course work (survey)
- Build students capacity to lead and be responsible for learning outcomes (QR)

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 75% of all 10<sup>th</sup> graders will pass college courses and 30% of all 10<sup>th</sup> graders will take two college courses for increased opportunities to engage students in a challenging academic environment.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Collaborate with CUNY to offer additional college courses to 10 <sup>th</sup> graders	All 10 <sup>th</sup> graders	Sep-June	Administration, teacher leaders CUNY partners
1. Work with CUNY to provide workshops on the benefit of college courses for parents  2. Create survey for college professors to identify strengths and needs of students enrolled in courses  3. Create student facilitated study groups for academic courses including college courses  4. Collaborate with CUNY professors and high school teachers at our school to develop courses aimed at strengthening academic needs ex. Math.	Parents  CUNY Professors  Students  Teachers/CUNY	Sep-June  One per semester  August-April	Administration, CUNY partners, teachers  Administration, CUNY partners, teachers  Administration, CUNY partners, teachers
1. Revise and unify advisory curriculum across grades for more intensified college and career support for students.	Students	July & August	Administration/Teachers
1. Provide additional high interest rigorous elective course offerings for students  2. Revise UHHS Road Map to ensure students understand the academic and grade appropriate targets and benchmarks	Students/ Teachers  Teachers	Fall & Spring  July & August	Administration/ Teachers  Administration/Teachers  Parents

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Faculty from CUNY; PD on college readiness; per session to pay teachers to revise advisory curriculum; Schedule town meetings with students ; Modify schedule for additional opportunities for college courses
<b>Part 4b.</b> 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

- Interim assessment data shows growth in skills by Jan
- Scholarship reports show an upward trend in scholastic achievements in Jan.
- Consortium Moderation Study
- College Pass report in January and June

**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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

#### Strengths

- Teachers work in teams across grades and curriculum to plan and develop curriculum and assessments (QR)
- Teachers trust administration and colleagues and feel supported (survey)

#### Needs

- Increase the amount of teacher inter-visitations (survey)
- Allow more opportunities for teachers to use Danielson to provide feedback and share effective practices with colleagues

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers in all grades and across all subjects will have participated in 2 inter-visitation observations with peers in or outside of school to measure alignment of performance based instruction and standards.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Provide common planning time for teachers  2. Observations and Feedback cycles to ensure strengthened student engagement in ambitious intellectual activity	Teachers	ongoing  Monthly	Administration/ Teachers curriculum chairs teacher leaders
1. On-going professional development on effective practices from elements of Danielson	Teachers	Weekly	Administration/ Teachers curriculum chairs teacher leaders
1. Opportunities for teachers to create /revise peer observation feedback criteria	Teachers	Monthly	Administration/ Teachers curriculum chairs teacher leaders
1. Provide additional opportunities for teachers to visit other consortium schools and workshops	Teachers	Monthly & by semester	Administration/ Teachers curriculum chairs teacher leaders

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Collaboration with consortium schools for inter-visitation; funds to pay subs to cover classes for inter-visitation; schedule common planning time for teachers; provide instructional resources and databases (GALE, ASCD)											
<b>Part 4b.</b> 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> 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.
Consortium inter-visitations  Consortium PD’s that assess student work samples and teacher lessons

Consortium Moderation Study

Evaluation of interim assessment data in January and May

Consortium PD and workshops demonstrating effective practices in February 2016

**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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

#### Strengths

- Teachers believe school leaders to be effective managers (survey)
- Teachers feel supported by administration (Survey)
- Systems are in place to effectively provide vertical and horizontal (QR)

#### Needs

- Create more opportunities for modeling of effective practices
- Provide more opportunities to build capacity by empowering more teachers to take on distributive leadership and or participate in collaborative inquiry work

### **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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase distributive leadership by ensuring that by June 2016 75% of teachers will have participated in teacher labs and taken on distributive leadership roles strengthening the school’s ability to provide highly effective instruction and social-emotional supports.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Create lab classrooms including those of administration to effective practices  2. Provide PD for teacher leaders	Teachers	Ongoing	Administration /  Professional partners teacher leaders
1. Facilitate teacher labs  2. Identify teachers on every grade and in each subject to be train in facilitation	Teachers	Ongoing	Administration /  Professional partners teacher leaders
1. Provide PD on interpreting data and actionable steps  2. Bring in learning partners to provide one to one support for teachers  3. Align resources for teacher support and development	Teachers	Ongoing	Administration /  Professional partners teacher leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Schedule common planning time to meet with distributive leadership; provide high quality PD; per session to develop and train teachers											
<b>Part 4b.</b> 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
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Document class visits and feed back by January in order to reflect and refine practice; Align visits to admin classes with new teacher group “newish” to provide additional support.

**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 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

#### Strengths

- Parents are highly satisfied with their child’s education (survey)

#### Needs

- Provide college and career opportunities for parents (internal survey)

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the amount of parent engagement by 20% by creating opportunities for parents to take free courses through our partnership with CUNY through our Parent University model evidenced by 10 parents taking a CUNY course.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. CUNY professors to teach courses</p>	<p>Parents</p>	<p>Sep-May</p>	<p>Administration, CUNY partners, teachers</p>
<p>2. Survey parents to elicit course ideas</p>	<p>Parents</p>	<p>July-August</p>	
<p>1. Provide funding for building permits</p> <p>2. Create opportunities</p>	<p>Parents</p>	<p>Ongoing</p>	<p>Administration, CUNY partners, teachers</p>
<p>1. Work with community partners to provide child-care if applicable</p>	<p>Parents</p>	<p>Ongoing</p>	<p>Administration, CUNY partners, teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Allocate monies for permits; Collaborate with CUNY for staffing; provide technology as needed for courses; provide information for parents in multiple languages. Leverage CBO’s &amp; CUNY to offer courses; Budget instructional supplies for courses; Adjust schedule to provide support for parents and classes.</p>											
<p><b>Part 4b.</b> 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>Survey parents in December for program viability and sustainability.</p> <p>January and June Course outcome report</p>

Interim Class data

Review sign up and attendance data throughout the year in all courses

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>		Empower 3000, Power Speak, Wilson, interactive readings.	Small group one-to one and tutoring	Flexible services may take place before, during and or after school
<b>Mathematics</b>	Pupil personnel, teacher feedback or parental request  Interactive math		Interactive Programs	Flexible services may take place before, during and or after school
<b>Science</b>	Pupil personnel, teacher feedback or parental request Interactive math	Interactive science	Small group one-to one and tutoring	Flexible services may take place before, during and or after school
<b>Social Studies</b>	Pupil personnel, teacher feedback or parental request Interactive math	Empower 3000, Wilson, Gale, interactive readings.	Small group one-to one and tutoring	Flexible services may take place before, during and or after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pupil personnel, teacher feedback or parental request Interactive math	Behavior modification, self-esteem, Gender groups, small group counselor, positive reinforcement	Small group one-to one and tutoring	Flexible services may take place before, during and or after school

## 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.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

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

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Strategies and activities to provide ongoing professional development for high quality teaching include: departmental, grade, content, SWD, ELL, and professional development meetings provided by the school, Affinity group, DOE and or Consortium on a weekly, monthly and ongoing basis. Software such as Empower 3000, Power Speak, Common Core library, GALE, Engage NY, texts and resources are used to help train teachers on specific learning targets and goals. Best practices and peer inter-visitations created by all staff.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).

**Part 4: SWP Schools Only**

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

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

**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.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	392,485.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,315,495.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to 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 CEP 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.

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**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 Heights High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 Heights High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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.

### **School-Parent Compact (SPC) Template**

**[School name]**, 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.

#### **I. School Responsibilities:**

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>7</b>	Borough <b>Bronx</b>	School Number <b>495</b>
School Name <b>University Heights High School</b>		

**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 <b>Hazel Joseph-Roseboro</b>	Assistant Principal <b>Erick Jenkins</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Jeffrey Gatje, Virginia Campbell</b>	School Counselor <b>Janitzia O'Neill</b>
Teacher/Subject Area <b>Alan Hilliard/English</b>	Parent <b>Elizabeth Dove</b>
Teacher/Subject Area <b>Ruth Smith/French</b>	Parent Coordinator <b>Esmeralda Pelaez</b>
Related-Service Provider <b>Eleanor Collier Jones</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Kathy Rehfield-Pelles</b>	Other (Name and Title) <b>James Gordon/SpEd</b>

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

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>489</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	14	<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	1		1	0			5		5	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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										6	4	1	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										1	0	0	0	0
<b>Emerging</b> (Low Intermediate)										0	0	0	0	0
<b>Transitioning</b> (High Intermediate)										0	0	0	0	0
<b>Expanding</b> (Advanced)										6	2	1	2	0
<b>Commanding</b> (Proficient)										0	2	0	0	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	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										2	5	3	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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	4	0	2	0
Integrated Algebra/CC Algebra	1	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	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.  
 When students first arrive and if they are identified as a possible ELL student they take the Wilson and teacher created assessment. Each Spring, based on their performance the previous year ELLs take the NYSESLAT. Mathematics and English teachers each conduct an initial baseline assessment for their students during the first week of school. Data from the NYSESLAT and any relevant data from classroom assessments and diagnostics are utilized to provide the appropriate support and instruction for our ELL students. The data from the NYSITELL indicates that students do well in the speaking and listening portions, but struggle with the reading and writing portions. Due to these results, the ENL teachers provide more emphasis on phonetics, vocabulary, and whole sentence acquisition, ultimately leading to analysis. In addition, because our school is a Consortium school, our students engage in Performance Based Assessment Tasks (PBATs). During the school year, teachers design their own Interim Assessments to measure progress towards the PBAT project. This data is also utilized to inform teachers not only about progress towards, but also about their progress in all the modalities. Students have to present projects to the entire class in preparation for their presentation to a team of teachers. All the projects are accompanied by a written paper and a power point presentation. These skills support college readiness, and are linked to the Common Core College and Career Readiness Anchors Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Student proficiency levels across proficiencies have shown an increase in Speaking, Listening, and Reading. The current data indicates that students need additional support in reading and writing. NYSESLAT data reveals that one 9<sup>th</sup> grader is beginning and will need heightened one-on-one supports for language instruction. The remainder NYSESLAT data reveals consistent growth, students moving up at least one level. Two students took the NYSITELL this past year and it was determined that ENL services were not necessary.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The AMAO tool supports instructional planning to ensure adequate rigor of ENL learning objectives, and provides feedback on the larger picture of the efficacy of our ENL program. We seek to far exceed our objectives each year, and achieve at least one level of

growth for each student on the NYSELAT. If goals are not adequately met, then this serves as an indication that we would need to evaluate our approaches in services ELL needs, and strengthen the instructional delivery and individual supports.

4. 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?

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

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

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

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

Not applicable.

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

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

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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).

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

## Part IV: ELL Identification Process

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

LAB would provide additional data for effective instructional planning of appropriate ELL services, but we have not yet been in the situation to need to administer this. We also would use the Spanish LAB to identify potential SIFE students.

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

The HLIS form consists of two parts. Part one has four questions and part two has four questions. If the parent answers "other than English" to one of the first four questions and "other than English" on two of the second four questions, then an oral interview will be conducted. Virginia Campbell or Jeffrey Gatje will conduct the oral interview of both the parent and the student. Both the responses on the HLIS form and also the NYSITELL are conducted in English. Therefore, if the parent indicates that they prefer communication in Spanish, then the interview will be conducted in Spanish and English. If there is not a pedagogue available that speaks the language requested by the parent, then the DOE translation services will be utilized. Both the HLIS form and the oral interview are conducted by any of our licensed pedagogues that speak the appropriate language.

If it is determined by the HLIS form in conjunction with the oral interview that the student speaks a language other than English then the NYSITELL will be administered by the licensed ESL teachers, Virginia Campbell and Jeffrey Gatje. The NYSITELL is the initial assessment used to determine entitlement to ELL services. Ms. Campbell or Mr. Gatje scan the answer sheets into ATS, and ATS scores the NYSITELL. These answer sheets are also initially printed off of ATS. The entire process from identification to placement in the appropriate services must be completed within 10 days. If the student's home language is Spanish, then the Spanish NYSITELL is also administered by Ms. Campbell and Mr. Gatje.

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

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 SIFE Oral Interview Questionnaire is used during the SIFE identification process at time of enrollment to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used at UHHS to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. This questionnaire is available in 13 languages. This questionnaire is administered by Virginia Campbell and Jeffrey Gatje. Student work is also examined from multiple classes as additional evidence of English language mastery up until that point. These two tools together offer a more well-rounded picture of the student's language needs and current mastery of listening, reading and writing components. After the data has been collected it is entered into ATS within 30 days and is reviewed at the end of the year to ensure accuracy.

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).

At the time of new enrollment, students with IEPs are identified and the LPT is formed. It is determined first through the HLIS whether there is a home language other than English. Following these initial screenings, the LPT reviews evidence of the student's English language development. If the data demonstrates a need for ENL services, then the LPT recommends the students take the NYSITELL. Following this testing, the student's ELL status is determined via the ELL Identification process, and appropriate instructional planning ensues to service this student's individual needs, and the student is programmed for ENL classes.

If the LPT recommends the students not to take the NYSITELL, then the LPT recommendation is sent to the principal Hazel Joseph-Roseboro for review. Upon review the principal may determine that the student should take the NYSITELL, and in that case the ELL Identification Process ensues. If the principal determines that the students should not take the NYSITELL, then the principal's determination is sent to the superintendent or designee for review, and the parent/guardian is notified within 3 days of the decision. Upon review by the superintendent or designee, if it is determined that the students should take NYSITELL, then the ELL identification Process continues. If it is at this point determined upon review that the IEP student should not take NYSITELL, then the parent is notified and the ELL Identification Process terminates.

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.

Parents/guardians are mailed the entitlement and non-entitlement parent notification letters immediately following the NYSITELL scanning and scoring, ensuring that they are informed within 3 days. The parent coordinator additionally will notify the parent over the phone that a letter has been sent, and is offered the opportunity to conference with the ENL teachers if they wish to.

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).

Parents are informed of their right to appeal ELL status within 3 days following the LPT determination via letter, and we additionally follow-up with a phone call from the parent coordinator, welcoming parents to come in to speak with the ENL teacher team.

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.

During the parent orientation, the DOE EPIC video will be shown to parents. This video outlines the three different options available in the DOE: Transitional Bilingual, Dual Language and Freestanding ESL. Information in the native language (translation) will be available upon parental request. Pedagogues in the school building speak the following languages and are available to answer questions: Spanish, French, and Ogbé. The DOE EPIC video is available in 13 languages. The parent coordinator will also be available at the parent orientation for parental support, questions, and translation (if necessary). Any other translation needs will be available as per the translation plan.

After viewing the video, parents will be given the parent survey. The parent will then select which of the three programs offered by the DOE they would like for their child to attend. The pedagogue presenting the video, Virginia Campbell or Jeffrey Gatje, (assisted by the Parent Coordinator, Esmeralda Pelaez) will review the benefits of each program and discuss what the research shows to be the best program for ELLs. Virginia Campbell, Jeffrey Gatje and Esmeralda Pelaez speak Spanish and are available to assist parents with any questions they have concerning the available ELL programs. Other staff members available to assist parent in various languages are Ruth Smith (French), John Leonardo (Portuguese), and Godfrey Ajoku (Ogbé). If we have any other translation needs, then the school will use the services of the DOE Translation and Interpretation Unit.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parent coordinator in conjunction with the ENL teacher team work together to ensure that parents are returning Parent Surveys and Program Selection forms in a timely manner. We encourage parents to complete these forms at the time of viewing the DOE EPIC video, but if families require more time to consider their options, the parent coordinator and ENL teacher team follows up bi-weekly to ensure that these required forms are returned in a timely manner.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If parents do not complete these forms on time

9. Describe how your school ensures that placement parent notification letters are distributed.

Parents/guardians are mailed the placement parent notification letters immediately following the DOE EPIC video and initial conference, ensuring that they are informed within 3 days. The parent coordinator additionally will notify the parent over the phone that a letter has been sent, and is offered the opportunity to conference with the ENL teachers if they wish to.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Parent surveys, entitlement letters, continued entitlement letters and program selection forms are all maintained on file in the office of the Assistant Principal, Erick Jenkins.

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.

Students that have been identified will have to take the NYSESLAT test every Spring. This student list will be generated every Spring via the RLAT report on ATS. Until the student tests out of the NYSESLAT exam, s/he will be entitled to ELL services and the parent will receive a continued entitlement letter. The ENL teachers, Virginia Campbell and Jeffrey Gatje, will ensure that all four components of the NYSESLAT are administered to all students based on their performance the previous year.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Parents/guardians are mailed the entitlement and transitional support parent notification letters immediately following the NYSESLAT scanning and scoring, ensuring that they are informed within 3 days. The parent coordinator additionally will notify the parent over the phone that a letter has been sent, and is offered the opportunity to conference with the ENL teachers if they wish to.

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).

Currently UHHS offers an ENL program because the majority of parents select ENL. In 2014-2015 we did not have any parents request an alternate program. This year, UHHS received 7 new students eligible for ELL services. All parents selected ENL. If, in the future, there is a need to open up alternate classes we will do so.

# 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.

University Heights High School provides a departmentalized ENL instructional program model. ENL classes are offered three periods a day. An additional teacher is in the room for a collaborative model and to provide additional instructional support to students. Beginning and intermediate students are scheduled for 2 hour-long periods a day of ENL services. Beginning students receive 600 minutes a week of instruction with the ESL teacher, well in excess of the mandated 540 minutes a week. Intermediate students get 480 minutes a week. Advanced students are scheduled for a single period a day. ENL is taught in the content area of English. This allows for differentiation and small group instruction. Students are grouped heterogeneously and are in various grade levels. Beginning, intermediate and advanced students are all grouped in the morning block. Beginning students are able to engage in discussion with intermediate and advanced student. They are also given the opportunity, if needed to have native language support with students that speak the same language in their classroom. Most students at UHHS speak Spanish. The teachers allow students to pair with other more proficient student for native language support. Ms. Campbell and Mr. Gatje, the teachers also understand and speak Spanish. Although students are usually paired with other students to collaborate, they are able to translate and/or explain to ensure that students understand. They also accept answers in Spanish. ENL classes are co-taught by these two teachers in a SIOP model. The second teacher is available for more individualized, small group instruction.
  - b. TBE program. *If applicable.*

Not applicable.
  - c. DL program. *If applicable.*

Not applicable.
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)?

Students are scheduled by both the school programmer, Steve Cove, and the Admissions Counselor, Janitzia O'Neil. The ENL teachers, Virginia Campbell and Jeffrey Gatje, assist in ensuring that students are scheduled an programmed according to their mandated required number of minutes according to their proficiency levels. Beginning students are scheduled 2 hour long periods a day or 600 minutes a week. Intermediate students are scheduled for 480 minutes a week and advanced students are scheduled for 1 period a day, 300 minutes a week. Content area of English is delivered within this departmentalized ENL program model.
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.

Students are programmed for specific content areas as needed by DOE graduation requirements. Teachers are offered support in strategies, techniques, and activity modifications to teach ELL students. Students receive their instruction in English only for content specific areas, as well as in their ENL class. Since Ms. Campbell and Mr. Gatje speak Spanish they will switch to the language as needed. The ELL students are provided academic resources (such as Gale, PowerSpeak), graphic organizers, collaborative work, and English Language Proficiency series to continuously work towards their learning targets. The ENL teacher team use a SIOP model of instruction, in which vocabulary is front-loaded and scaffolded, and different modalities are incorporated.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Not applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

Currently one student at UHHS is identified as SIFE on the RNMR report in ATS. This is because once they are initially identified as SIFE they continue to be labeled as such. However, one of these two students has already tested as an advanced proficiency level in the Listening, Speaking, REading and Writing components of the NYSESLAT. The student is scheduled and programmed according to her proficiency levels for ENL instruction. Instruction focuses on improving reading and writing skills, as well as vocabulary development. As with all ELLs, students are required to present projects orally in the class as one of the school's goals is a focus on project-based learning.

UHHS has one newcomer (less than one year in the United States). This student is currently receiving additionally one-on-one supports for small group language instruction. She additionally is invited for tutorial when necessary with weekly assignments in order to meet individual learning goals.

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

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 not been in the situation to re-identify a student as an ELL student, but if we were would follow all mandated DOE procedures as mandated in CR 451.

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?

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

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?

ELL-SWDs are scheduled for two periods of the day when the special educator, James Gordon, is scheduled to provide collaborative instruction with the ENL teacher. This gives teachers the ability to provide differentiated and small group instruction when necessary. These students are also provided their mandated testing accommodations and any modifications as per their IEP. Both teachers have the ability to plan instruction together to support both their language as well as their special needs.

Chart

**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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

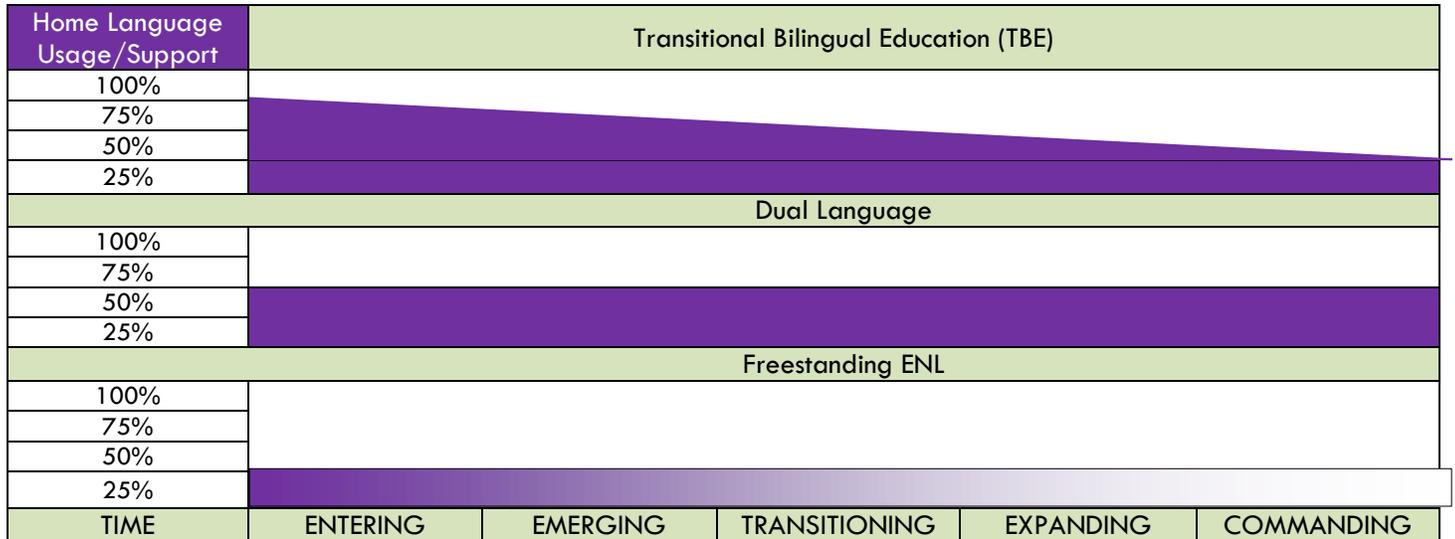


\*Note “other approved services” does not apply to New York City at this time.

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. ELL students are entitled to and some are scheduled to receive tutoring services. Tutoring is provided Monday through Thursday afternoons. Tutoring available in all content areas by content area teachers and in English by the ENL teachers. The ENL teachers assist content area teachers by providing specific strategies and discussing specific targeted interventions. This is done through grade level meetings, curriculum meetings, and professional development sessions throughout the school year. There is additional writing support available for students one-on-one at our weekly Writing Center, held Thursdays in the library. The Writing Center focuses on providing students with college-readiness focused writing skills building, individual support editing drafts of writing assignments, and homework help.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
UHHS's current program is effective in assisting students' understanding of how to comprehend, decode, and respond to text in verbal and written format. We have found that Empower 3000 has been effective with developing students' language acquisition in previous years, and we are scaffolding students' language acquisition similarly using PowerSpeak.
12. What new programs or improvements will be considered for the upcoming school year?  
UHHS will be working on furthering vocabulary development, to increase reading comprehension, analytical strategies, and intensive writing practice. The data from the ELA showed our students do well on the multiple choice, but are in need of further support in the written responses. Special attention will be paid to literary terms and devices.
13. What programs/services for ELLs will be discontinued and why?  
UHHS will continue to implement the services/programs it has provided to its ELL students. We have switched over to PowerSpeak from Empower 3000 as a learning tool to support skills mastery, and track progress towards language acquisition goals.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
UHHS offers its extra-curricular activities to all its students. Information is posted on the school website, flyers are posted in the building, and general announcements are made by teachers in their Advisory classes (Ms. Campbell and Mr. Gatje also provides the information during her ENL class). Our ELL students also partake in early college classes through our COLlege Now program (partnership with Bronx Community College), and when necessary, college professors may plan with our ENL teacher team.
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.  
The ENL instructional model has always been used at UHHS and will continue to be used. Native language supports available to students include the following:  
Technology (laptops) used in the classroom, multimedia presentations and instruction, and Gale Educational resource Glossaries, Spanish/English dictionaries, and age appropriate Spanish books (limited)  
Writing support in the native language  
Small group instruction, after-school tutoring  
Student buddy system, partnering students of varying ability levels for additional support  
Acceptance of native language in project presentations  
PowerSpeak educational software
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Not Applicable
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The ENL teacher provides instruction that is geared towards the student's proficiency and age level which is available to all students across proficiencies. Curriculum is fully aligned to the appropriate Common Core standards to ensure progress towards college readiness and mastery of all high school level skills.
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).  
Students that are enrolled and /or pre-registered in the school prior to the beginning of the school year and their families will have the opportunity to participate in various activities offered to all UHHS students. The school offers translation services in Spanish, French, Portuguese, and Ojibwe by the parent coordinator and school staff. Any other languages and translation is available upon request and can be arranged through the Office of Translation and Interpretation Services via the DOE. Beginning in the fall, UHHS hosts several Open Houses. During these open house sessions, parents learn about the academic and enrichment programs offered at UHHS. Families can attend an Open House session at the school offered in the evenings and/or weekends, for parents' convenience, are given a guided tour of the school. During the summer prior to the academic school year the ELL students attend a summer orientation session. During the summer before 9<sup>th</sup> grade, all students, including all ELL and students with disabilities

engage in our Summer Bridge program, which equips them with 21<sup>st</sup> century skills necessary for successful participation in all of our courses, and outlines academic and behavioral expectations for all UHHS students.

19. What language electives are offered to ELLs?

UHHS offers French and Italian as language electives. Therefore, every student, including ELLs, take either French or Italian.

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)?

**Not Applicable**

## 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.)

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

The entire staff engages in professional development, throughout the school year. The LTP team additionally receives PD geared at looking at ELL data (using ATS reports and looking at the four modalities). Some professional development will be led by the ENL team, and the network coordinator.

A minimum of 15% of the professional development that our staff partakes in relates to ENL services, and 50% of professional development for our ENL teacher teams is related to effective delivery ENL services. These ENL services specifically relate to language acquisition, co-teaching strategies, and integrating language instruction into content instruction. Our ENL teachers receive much more than the total amount of mandated professional development hours, ensuring more than adequate professional development and supports.
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?

Teachers receive professional development on how differentiate Common Core aligned instruction for ELLs and SWDs. ELA teachers have been trained this year on a new Common Core aligned Collections curriculum. Staff additionally receives training on how to give ELLs study points and access to grade level texts.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our students begin in our Summer Bridge program prior to their 9<sup>th</sup> grade year, and this is a great support to our staff, because the core values, expectations and procedures within our community are taught extensively so that little instructional time is lost on these items, and behavioral management is a minimal concern. ELLs participate fully in Summer Bridge. Staff is provided with PD on advisory curriculum and advisory curriculum is provided via our school google drive, this assists staff in assisting ELLs as they transition from middle to high school greatly. The common transition issues are touched on in the advisory curriculum, and advisors partake in advisory instructional planning as well, so there is added ownership in the staff. Any individual issues presenting in ELL students are addressed in weekly grade team meetings, where interventions may be planned in the grade team. These individual concerns may also arise in our weekly curriculum team meetings, and best practices are shared in order to differentiate instruction and supports effectively for the ELL student in question. Student work is shared often in these team meetings, and assessment data is discussed in our to co-plan effectively approaches to improving instructional delivery and supports for ELL students.
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 on the initial identification and placement process will take place for designated staff. The Admissions Counselor, Pupil Accounting Secretary, and ENL teachers are trained on the EPIC procedures to ensure proper identification and timely placement of ELL students. This year, additional staff members (eg. Parent Coordinator) will be trained in the EPIC procedures so that there are always trained pedagogues available. Whenever possible, teachers that speak languages other than English will be available for family interviews and orientations.

The entire staff engages in professional development, throughout the school year. The LTP team additionally receives PD geared at looking at ELL data (using ATS reports and looking at the four modalities). Some professional development will be led by the ENL team, and the network coordinator.

A minimum of 15% of the professional development that our staff partakes in relates to ENL services, and 50% of professional development for our ENL teacher teams is related to effective delivery ENL services. These ENL services specifically relate to language acquisition, co-teaching strategies, and integrating language instruction into content instruction. Our ENL teachers receive much more than the total amount of mandated professional development hours, ensuring more than adequate professional development and supports. Our records for professional developments are kept for each individual session and file that same day. These records include agendas, attendance, meeting minutes through our UHHS google drive (the Hawk Drive), and these minutes are shared with participating parties often when necessary. PD documentation is stored in a PD binder in the UHHS main office, in addition to our online records.

### 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?

UHHS hosts parent teacher conferences, open school nights, mandated additional parent meeting with ELL families, and multiple parent events and trainings. These are all opportunities we take advantage of to ensure the parents of ELLs are in understanding of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. All UHHS teachers provide daily feedback and assessment data on JupiterGrades online, and all parents are provided with a login to track their child's progress in real time, and are able to login at any time. Parents are able to reach all teachers (including the ENL team) online via JupiterGrades and at their DOE and/or UHHS school gmail. Our school website [universityheightshighschool.org](http://universityheightshighschool.org) provides all parents with announcements and a calendar informing them of these parent events. Mailings are sent home with reminders, and automated phone calls are also occasionally set up to remind parents of important events.

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

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

Parents of ELLs, just like all parents, are invited to attend information sessions, parent workshops on various topics (Financial Aid, ARIS, Jupiter Grades, etc.). In addition, parents are invited to attend talent shows, achievement and awards ceremonies. We currently do not have any CBOs providing workshops for ELL parents.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes. UHHS partners with several Community Based Organizations to ensure that all students and parents, including ELLs and parents of ELLs, receive excellent services and individualized supports. Good Shepherd Services provides a full-time social worker who works individually with parents year-round when necessary, and oftentimes this social worker will service ELL families in her role as 10<sup>th</sup> grade director and a 10<sup>th</sup> grade advisor. We have partnered with Upward Bound and Talent Search through Bronx Community College, and these agencies educate parents a great deal on college preparation and the college process, including financial aid. Parent University at UHHS, offered through a partnership with iZone, provides parents with college courses and ENL courses in the evenings. This new initiative has been in the planning stages for several years, and we are very excited to offer our parents these services this school year. Our parent coordinator, Ms. Pelaez, enrolls our parents in these courses, and keeps parents informed of upcoming classes and new opportunities through Parent University.

5. How do you evaluate the needs of the parents?

A Parental Survey is distributed during orientation, then re-evaluated during every contact the school staff, ENL team or parent coordinator has with the parents in school or over the phone. Important information and changes in needs are updated in the family's file.

6. How do your parental involvement activities address the needs of the parents?

The needs of parents are continually assessed via surveys and conversations via phone with the parent coordinator and in person for all meetings/conferences/informal visits. Documents will be updated and stored in the Assistant Principal's office in the family's file.

#### **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.

## **Part VI: LAP Assurances**

School Name: University Heights High School

School DBN: 07X495

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hazel Joseph-Roseboro	Principal		10/30/15
Erick Jenkins	Assistant Principal		10/30/15
Esmeralda Pelaez	Parent Coordinator		10/30/15
Jeffrey Gatje	ENL/Bilingual Teacher		10/30/15
Elizabeth Dove	Parent		10/30/15
Alan Hilliard/English	Teacher/Subject Area		10/30/15
Ruth Smith/French	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Janitzia O'Neil	School Counselor		10/30/15
Kathy Rehfield-Pelles	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
Virginia Campbell	Other <u>ENL/Bilingual</u>		10/30/15
James Gordon	Other <u>SpEd</u>		10/30/15
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 07X495**

**School Name: University Heights High School**

**Superintendent: Kathy Pelles**

**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.learnndoe.org/tiu/lac](http://www.learnndoe.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**

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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.

Data from ATS home language screen and data from our school intake form as well as blue cards (emergency) and interview data are used to identify home languages. At all initial conferences and parent meetings language information is updated to ensure accuracy.

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.

English and Spanish have been the primary languages that we are asked to communicate in both written and oral communication.

**Part B: Creating a Communications Calendar**

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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.)

During August we send out documents such as: uniform policy, school policies, back to school welcome and calendar, summer assignments and parent handbooks. Each item is also accessible via our website. In september we send out reminders for lunch forms, opt out letters, after-school program information, curriculum expectations and College and Career Road Map. Monthly newsletters are available online. Testing dates are sent out in November and March and each month special activity notices and correspondences from administration are mailed out and placed online.

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.

Formal face-to-face meetings include Back to School Night (September), Open Houses (October & November), Parent-teacher Conferences (November, March & May), JupiterGrades Training for managing student progress (October & November), Senior Orientation (December), Junior Orientation (January), Helping students build self-esteem (February), College Transition (April), College Transition session 2 (May), and Parent-Teacher Association Election (June). Informal interactions include teacher calls to parents when the teacher does not speak the home language. Administrators' meetings and calls home sometimes also require translation services, such as intervention meetings. Meetings to orient families of students transferring to the school mid-year may also require translation services. Meetings or phone calls that school social workers might have with parents may also require translation services if the social worker does not speak the home language. Meetings or phone calls to parents from athletic coaches.

### **Part C: Providing Language Assistance Services**

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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.

Translated documents are provided to parents at the same time that regular english documents are distributed and mailed out. Written translation services in Spanish are provided in-house by school staff.

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.

Translation services will be provided for Spanish-speaking parents by our parent coordinator and other school staff when necessary. When we are not able to service a home language translation service needed by the parent, we will access the translation and interpretation unit via over-the-phone interpreters. We are sure to determine within 30 days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. Forms are gathered from parents detailing this information at student orientation following admittance to our school, and students also have a blue emergency card on file in the school main office which parents fill out detailing this information. This information is reflected on ATS and all records are kept current and accurate.

#### **Part D: Training Staff on Policies and Procedures**

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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 at the start of the school year and continually reminded in staff meetings to provide parents with necessary services, and of the translations services we have available in-house.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Our school welcome poster, parents' bill of rights, parents' guide to language access, language ID guide at the security desk and main office, and many of our mailings home are translated in the ATS indicated home language.

#### **Part F: Monitoring and Quality Control**

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

We administer parent surveys via mailing home, and also at scheduled parent events. Our parent coordinator also informally gathers feedback from parents as interactions occur daily, and parent services are carried out. Teachers and other school staff may receive feedback from parents on the

efficacy of our online grading systems, procedures for informing parents of school trips, etc., and that feedback is shared with the parent coordinator in an effort to assess the efficacy of our parent services.