2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 07X495
School Name: UNIVERSITY HEIGHTS SECONDARY SCHOOL
Principal: HAZEL JOSEPH ROSEBRO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: University Heights High School</th>
<th>School Number (DBN): 07X495</th>
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</thead>
<tbody>
<tr>
<td>BEDS Code: 321000011495</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9-12</td>
<td></td>
</tr>
<tr>
<td>School Address: 701 St. Ann's Avenue</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718 292-0578</td>
<td>Fax: 718-292-4276</td>
</tr>
<tr>
<td>School Contact Person: Hazel Joseph-Roseboro</td>
<td>Email Address: <a href="mailto:Hjoseph4@schools.nyc.gov">Hjoseph4@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Hazel Joseph-Roseboro</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Jenny Quirindongo</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Nona Samuel</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Hazel Joseph-Roseboro</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Jessica Rodriguez</td>
<td>Amanda Castillo</td>
</tr>
<tr>
<td>Student Representative(s): Fatou Diokhane</td>
<td></td>
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<tr>
<td>CBO Representative: NA</td>
<td></td>
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</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: 7</th>
<th>Superintendent: Kathy Rehfield-Pelles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 335 Adams St. Brooklyn NY 11201</td>
<td>Superintendent’s Email Address: <a href="mailto:Krehfield@schools.nyc.gov">Krehfield@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718 923-5181</td>
<td>Fax: 718 923 5145</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)
Affinity

Executive Director: Alexandra Anormaliza

Executive Director’s Office Address:
335 Adams St., Brooklyn NY 11201

Executive Director’s Email Address:
arathmannoonan@schools.nyc.gov

Phone Number: 718 923 5202 Fax: 718 923 5145
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazel Joseph-Roseboro</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jenny Quirindungo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Nona Samuels</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jessica Rodriguez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Amanda Castillo</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Fatou Diokhanne</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Grace Garcia</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Janette Colon</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Paul Castillo</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Dove</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Alan Hilliard</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Lillian Dejesus</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Ruth Smith</td>
<td>Member/ staff</td>
<td></td>
</tr>
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<td></td>
<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our students will meet or exceed high learning standards at the secondary school level.</td>
</tr>
</tbody>
</table>

Our community of learners includes students, staff, parents, and university/community partners. Our focus encompasses the “whole person” as learner, and there is an insistence that we use our minds in order to develop intellectually, socially, physically, and ethically. We continually seek to refine and expand necessary academic/social
skills, bodies of knowledge, values and habits of mind that we believe are essential to our becoming and being productive and well-educated individuals. Our goals are two fold:

- to prepare students who demonstrate mastery of habits of learning for graduation
- to maximize the success of all members of our community

| 2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented. |
| 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. We serve a highly diverse population of 519 students. 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 scaffold 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. |

| 3. Describe any special student populations and what their specific needs are. |
| We serve ENL and SPED populations. |

| 4. Identify 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. |
| Supportive Environment |
| 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. |
### School Demographics and Accountability Snapshot for 07X495

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 491
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 2
- **# SETSS (ELA)**: 1
- **# Integrated Collaborative Teaching (ELA)**: 82
- **# Special Classes (Math)**: 2
- **# SETSS (Math)**: 1
- **# Integrated Collaborative Teaching (Math)**: 69

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 4
- **# Music**: 8
- **# Drama**: 1
- **# Foreign Language**: 8

#### School Composition (2017-18)
- **% Title I Population**: 88.0%
- **% Attendance Rate**: 94.0%
- **% Free Lunch**: 81.7%
- **% Reduced Lunch**: 5.1%
- **% Limited English Proficient**: 3.1%
- **% Students with Disabilities**: 18.3%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 25.5%
- **% Black or African American**: 4.5%
- **% Hispanic or Latino**: 1.8%
- **% Multi-Racial**: 3.1%

#### Personnel (2015-16)
- **Years Principal Assigned to School**: (2018-19)
- **# of Assistant Principals**: 4
- **% of Teachers with No Valid Teaching Certificate**: 14%
- **% Teaching Out of Certification**: 18%
- **% Teaching with Fewer Than 3 Years of Experience**: 23%
- **Average Teacher Absences**: (2014-15) 6

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 98%
- **Mathematics Performance at levels 3 & 4**: 42%
- **Global History Performance at levels 3 & 4**: 98.3%
- **US History Performance at Levels 3 & 4**: 42%
- **4 Year Graduation Rate**: 97.4%

#### Regents Diploma w/ Advanced Designation (2015-16)
- **% ELA/Math Aspirational Performance Measures**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes Local Assistance Plan
- **Focus District**: Yes Focus School Identified by a Focus District
- **Priority School**: No Focus Subgroups

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: Yes
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 standardized testing scores for college readiness (School Quality-College Board)
- Continuing to align unit plans across curriculum

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
In order to increase rigor and increase literacy, by June 2019 all departments will have aligned curricular units with performance Standards and assessments including Common Core. Evidence used to meet this goal will include student skills analysis of assessments (state tests ELA, Standardized exams, interim assessments) and looking at student work to assess whether instruction was standards aligned and rigorous.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On-going professional development on effective assessment designed within a culture of respect and continuous improvement</td>
<td>Teachers/Staff, Students/Teachers</td>
<td>Ongoing, September-June</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td>2. Offer Advanced Placement courses in all core subjects for students with appropriate professional development for teachers</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td>3. Online resources for teachers: database for digital portfolio assessment</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td>4. Teacher teams planning time to continually assess and update departmental grading rubrics and literacy skills of students</td>
<td>Teachers/Students</td>
<td>Ongoing</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td>5. Professional development of generating specific rubrics for specific assessments, rigor and literacy support</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td>6. Customized assessments to consider and differentiate for all student needs and populations (ELL, SWD, Gifted &amp; Talented)</td>
<td>Students</td>
<td>Monthly</td>
<td>Teacher teams</td>
</tr>
<tr>
<td>7. Observations and Feedback cycles to ensure strengthened student engagement in ambitious intellectual activity and development of critical thinking skills</td>
<td>Parents</td>
<td>Ongoing</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td>8. Offer more advanced and rigorous course offerings ensuring that literacy skills are embedded throughout</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td>9. POD Casts and workshops for families on supporting rigorous learning</td>
<td>Students</td>
<td>Ongoing</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td></td>
<td>Families/Parents</td>
<td>Monthly</td>
<td>Administration/Teachers/Parent Coordinator</td>
</tr>
</tbody>
</table>
10. Align resources for additional books for library classroom and online reading programs

11. Parent workshops that provide parents with opportunities to learn and identify rigorous tasks and assignments

12. Provide informal materials for families on rigor, school academic goals and college and career readiness

<table>
<thead>
<tr>
<th>Students</th>
<th>Ongoing</th>
<th>Administration/Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Monthly</td>
<td>Teacher teams</td>
</tr>
<tr>
<td>Families/Parents</td>
<td>Monthly</td>
<td>Administration/Teachers/Parent Coordinator</td>
</tr>
<tr>
<td>Families/Parents</td>
<td></td>
<td>Administration/College Team/Guidance Team/Parent Coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through the use of JupiterGrades, personal phone calls, individual conferences, parent workshops, and open school night events, we will engage parents and provide on-going supports in methods of supporting their children at home. Our parent coordinator will oversee these events and supports, which will be provided by a variety of UHHS staff members and parent leaders. These supports will begin in the summer of 2018, and continue for the entire 2018-2019 school year.

### Part 4 – Budget and Resource Alignment

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

Funds for inter-visitations and PD for teachers; instructional resources Gale, Power Speak, Digital Portfolios, Chrome Books; Refine schedule for common planning time.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

By January 2019, interim assessment data will show growth in literacy and rigorous tasks that students engage in. We will identify trends based on scholarship reports and data and Consortium Moderation Study results.

Monthly Consortium PD will be provided to support teachers so that June 2019 our goal is met.
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student products, formative and summative assessments.</td>
</tr>
</tbody>
</table>

| Part 5c. | In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths

- Students feel safe in our school (Survey)
- Students feel there are 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 2018-19 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 2019, as a result of 10th grade teachers implementing a revised UHHS Road Map, and all teachers receiving strengthened instruction supports and professional development in supporting literacy for college preparedness, 80% of all 10th graders will pass college courses.
### Part 3a – Action Plan

#### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaborate with CUNY to offer additional college courses to 10th graders</td>
<td>All 10th graders</td>
<td>September 2018-June 2019</td>
<td>Administration, teacher leaders CUNY partners</td>
</tr>
<tr>
<td>1. Work with CUNY to provide workshops on the benefit of college courses for parents</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Administration, CUNY partners, teachers</td>
</tr>
<tr>
<td>2. Create survey for college professors to identify strengths and needs of students enrolled in courses</td>
<td>CUNY Professors</td>
<td>One per semester</td>
<td>Administration, CUNY partners, teachers</td>
</tr>
<tr>
<td>3. Create student facilitated study groups for academic courses including college courses</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Administration, CUNY partners, teachers</td>
</tr>
<tr>
<td>4. Collaborate with CUNY professors and high school teachers at our school to develop courses aimed at strengthening academic needs ex. Math.</td>
<td>Teachers/CUNY Professors</td>
<td>August 2018-April 2019</td>
<td>Administration, CUNY partners, teachers</td>
</tr>
<tr>
<td>1. Revise and unify advisory curriculum across grades for more intensified college and career support for students.</td>
<td>Students</td>
<td>July 2018-August 2018</td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td>1. Provide additional high interest rigorous elective course offerings for students</td>
<td>Students/Teachers</td>
<td>Fall 2018 &amp; Spring 2019</td>
<td>Administration/Teachers</td>
</tr>
</tbody>
</table>
2. Revise UHHS Road Map to ensure students understand the academic and grade appropriate targets and benchmarks

<table>
<thead>
<tr>
<th>Teachers</th>
<th>July 2018 - August 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administration/Teachers</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Through the use of JupiterGrades, personal phone calls, individual conferences, parent workshops, and open school night events, we will engage parents and provide on-going supports in methods of supporting their children at home. Our parent coordinator Ewill oversee these events and supports, which will be provided by a variety of UHHS staff members and parent leaders. These supports will begin in the summer of 2018, and continue for the entire 2018-2019 school year.

### Part 4 – Budget and Resource Alignment

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

- 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

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|----------|---|-------------|---|-------------|---|-------------|---|-------------|---|-------------|
|   | C4E      |   | 21st Century Grant | || SIG | || 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.

By February of 2019 interim data will show an upward trend in college pass rates by 50% for all 10th grade students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- College pass report, scholarships data, school environment survey.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Teachers work in teams across grades and curriculum to plan and develop curriculum and assessments (QR)</td>
<td></td>
</tr>
<tr>
<td>● Teachers trust administration and colleagues and feel supported (survey)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Needs</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Increase the amount of teacher inter-visitations (survey)</td>
<td></td>
</tr>
<tr>
<td>● Allow more opportunities for teachers to use Danielson to provide feedback and share effective practices with colleagues</td>
<td></td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 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 specifically around PBATS.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide common planning time for teachers</td>
<td>Teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2. Observations and Feedback cycles to ensure strengthened student engagement in ambitious intellectual activity</td>
<td>Teachers</td>
<td>Monthly</td>
</tr>
<tr>
<td>1. On-going professional development on effective practices from elements of Danielson and strategies such as scaffolding reading supports to support SWD and ELLS students</td>
<td>Teachers</td>
<td>Weekly</td>
</tr>
<tr>
<td>1. Opportunities for teachers to create/revise peer observation feedback criteria</td>
<td>Teachers</td>
<td>Monthly</td>
</tr>
<tr>
<td>1. Provide additional opportunities for teachers to visit other consortium schools and workshops</td>
<td>Teachers</td>
<td>Monthly &amp; by semester</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through the use of JupiterGrades, personal phone calls, individual conferences, parent workshops, and open school night events, we will engage parents and provide ongoing supports in methods of supporting their children at home. Our parent coordinator will oversee these events and supports, which will be provided by a variety of UHHS staff members and parent leaders. These supports will begin in the summer of 2018, and continue for the entire 2018-2019 school year.

### Part 4 – Budget and Resource Alignment

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

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)

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

By February of 2019 teachers will have conducted at least one inter visitation to collect low inference data that will be used to strengthen the academic goals of their corresponding department. Additionally Consortium Moderation Study results and interim assessment data in January 2019 and May 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- School environment survey and internal school surveys

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - Teachers believe school leaders to be effective managers (survey)
   - Teachers feel supported by administration (Survey)
   - Systems are in place to effective provide vertical and horizontal (QR)

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - 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 2018-19 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.

By June 2019 we will increase distributive leadership by ensuring that 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 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create lab classrooms including those of administration to effective practices</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration / Professional partners teacher leaders</td>
</tr>
<tr>
<td>2. Provide PD for teacher leaders</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration / Professional partners teacher leaders</td>
</tr>
<tr>
<td>1. Facilitate teacher labs</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration / Professional partners teacher leaders</td>
</tr>
<tr>
<td>2. Identify teachers on every grade and in each subject to be train in facilitation</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration / Professional partners teacher leaders</td>
</tr>
<tr>
<td>1. Provide PD on interpreting data and actionable steps</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration / Professional partners teacher leaders</td>
</tr>
<tr>
<td>2. Bring in learning partners to provide one to one support for teachers</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration / Professional partners teacher leaders</td>
</tr>
<tr>
<td>3. Align resources for teacher support and development</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Administration / Professional partners teacher leaders</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through the use of JupiterGrades, personal phone calls, individual conferences, parent workshops, and open school night events, we will engage parents and provide on-going supports in methods of supporting their children at home. Our parent coordinator will oversee these events and supports, which will be provided by a variety of UHHS staff members and parent leaders. These supports will begin in the summer of 2018, and continue for the entire 2018-2019 school year.

Part 4 – Budget and Resource Alignment

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

Schedule common planning time to meet with distributive leadership; provide high quality PD; per session to develop and train teachers

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

Document class visits and feedback 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.** Indicate the specific instrument of measure that is used to assess progress.

- School survey, internal surveys.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   - Parents are highly satisfied with their child’s education (survey)

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - Provide college and career opportunities for parents (internal survey)

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June of 2019, we will Increase the amount of parent engagement by 20% by creating opportunities for parents to take free courses and or workshops through our partnership with CUNY and by offering more workshops through our Parent University. This will be evidenced by a 10% increase in attendance of parents.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

| Activities/Strategies | Target Group(s) | Timeline | Key Personnel
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CUNY professors to teach courses</td>
<td>Parents</td>
<td>Sept 2018 – May 2019</td>
<td>Administration, CUNY partners, teachers</td>
</tr>
<tr>
<td>2. Identify teachers and partnerships to provide workshops</td>
<td>Parents</td>
<td>August 2018 – May 2019</td>
<td></td>
</tr>
<tr>
<td>3. Survey parents to elicit course and workshop ideas</td>
<td>Parents</td>
<td>July 2018 – August 2018</td>
<td></td>
</tr>
<tr>
<td>1. Provide funding for building permits</td>
<td>Parents</td>
<td>Ongoing</td>
<td>Administration, CUNY partners, teachers</td>
</tr>
<tr>
<td>2. Create opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Work with community partners to provide child-care if applicable</td>
<td>Parents</td>
<td>Ongoing</td>
<td>Administration, CUNY partners, teachers</td>
</tr>
</tbody>
</table>

### Part 4 – Budget and Resource Alignment

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

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### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- SoBRO, Good Shepherd, CUNY College Now, Talent Search, Upward Bound, IGNITE, New Settlement College Access Center, SEO, Summer Search.
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 & CUNY to offer courses; Budget instructional supplies for courses; Adjust schedule to provide support for parents and classes.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

By February 2019 parents will have been surveyed parents for program viability and sustainability.

Evidence considered will be January 2019 and June 2019 Course outcome report, Interim Class data and review sign up and attendance data throughout the year in all courses and or workshops.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- feedback sheets, surveys etc.

#### Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Pupil Personnel, teacher feedback or parental request</td>
<td>Empower 3000, Power Speak, Wilson, interactive readings.</td>
<td>Small group one-to-one and tutoring</td>
<td>Flexible services may take place before, during and or after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Pupil personnel, teacher feedback or parental request</td>
<td>Interactive Math Interactive Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Pupil personnel, teacher feedback or parental request</td>
<td>Interactive science</td>
<td>Small group one-to-one and tutoring</td>
<td>Flexible services may take place before, during and or after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Pupil personnel, teacher feedback or parental request</td>
<td>Empower 3000, Wilson, Gale, interactive readings.</td>
<td>Small group one-to-one and tutoring</td>
<td>Flexible services may take place before, during and or after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Pupil personnel, teacher feedback or parental request</td>
<td>Behavior modification, self-esteem, Gender groups, small group counselor, positive reinforcement</td>
<td>Small group one-to-one and tutoring</td>
<td>Flexible services may take place before, during and or after school</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</th>
<th>38</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Students will receive additional counseling service, and be provided with uniforms and supplies.</td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

NA
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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. Specifically teachers will receive support on developing instructional tasks, questioning and discussion techniques, developing curriculum and projects and creating high quality assessments.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.).

NA

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$429,149</td>
<td></td>
<td>☑</td>
<td>5a, 5B, 5C, 5D, 5E, 6, 7, 8</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,002,528</td>
<td>X</td>
<td>5a, 5B, 5C, 5D, 5E, 6, 7, 8</td>
<td></td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

**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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Secondary School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Heights High School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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; |
The school’s Parent Involvement

Parental Involvement and School Quality

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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds 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;

## Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC) Template

University Heights Secondary School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Responsibilities:</td>
</tr>
</tbody>
</table>

● 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Bronx</td>
<td>495</td>
</tr>
</tbody>
</table>

School Name: University Heights High School

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazel Joseph-Roseboro</td>
<td>Erick Jenkins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Janitzia O’Neill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Hilliard/English</td>
<td>Elizabeth Dove</td>
</tr>
<tr>
<td>Ruth Smith/French</td>
<td>Esmeralda Pelaez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romulo Macias</td>
<td>Alexandra Anormaliza</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Rehfield-Pelles</td>
<td>James Gordon/SpEd</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
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<tr>
<td>515</td>
<td>20</td>
<td>3.88%</td>
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2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply
K 1 2 3 4 5 6 7 8 9 10 11 12

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
<th>11</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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 NYSELAT 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. These skills support college readiness, and are linked to the Common Core College and Career Readiness Anchors Standards.

2. What structures do you have in place to support this effort?
The SBST meets bi-weekly to review student progress with benchmark standards, strategies to improve individualized instruction, and plan additional supports when necessary to ensure that ELLs are meeting learning targets. Grade teams and Curriculum teams also meet weekly to discuss individual students progress, and to collaborate around improving/adjusting instruction to meet students' needs. The administrative team conducts regular observations to monitor instruction and ELLs learning, and also participate in team meetings on a rotating basis. The Performance Standards Consortium offers our teachers and administrators Professional Developments to fine-tune instructional planning, differentiation and assessments for our ELL population. Our affinity coach visits regularly and is in constant communication with the administrative team around meeting our ELLs needs and seeking out necessary resources and professional developments to improve our educational program.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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. In addition, because our school is a Consortium school, our students engage in Performance Based Assessment Tasks (PBATs). Students have to present projects to a team of teachers. All the projects are accompanied by a written paper and oftentimes a power point presentation. These skills support college readiness, and are linked to the Common Core College and Career Readiness Anchors Standards.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The SBST meets bi-weekly to review student progress with benchmark standards, strategies to improve individualized instruction, and plan additional supports when necessary to ensure that ELLs are meeting learning targets. Grade teams and Curriculum teams also meet weekly to discuss individual students progress, and to collaborate around improving/adjusting instruction to meet students' needs. The administrative team conducts regular observations to monitor instruction and ELLs learning, and also participate in team meetings on a rotating basis. The Performance Standards Consortium offers our teachers and administrators Professional Developments to fine-tune instructional planning, differentiation and assessments for our ELL population. Our affinity coach visits regularly and is in constant communication with the administrative team around meeting our ELLs needs and seeking out necessary resources and professional developments to improve our educational program. A specific promotion and graduation committee meets following interim assessments to assess the data regarding promotion and the seniors' progress towards graduation. ELLs progress is discussed at length to gauge any necessary interventions or additional supports to ensure adequate progress towards the year-long goals.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
Data from the NYSELAT and the ELA Regents are pivotal in providing data to evaluate and inform our ELL programs. 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. NYSELAT data reveals that one 10th grader has moved from beginning to transitioning, and will need heightened one-on-one supports for language instruction to continue to support his growth. The remainder NYSELAT data reveals consistent growth, students moving up at least one level.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The SBST meets bi-weekly to review student progress with benchmark standards, strategies to improve individualized instruction, and plan additional supports when necessary to ensure that ELLs are meeting learning targets. The SBST makes recommendations to the programming committee and administration, that are then communicated to the grade and curriculum teams, that in turn adjust instruction based on the emerging ELL needs. Grade teams and Curriculum teams also meet weekly to discuss individual students progress, and to collaborate around improving/adjusting instruction to meet students' needs. The administrative team conducts regular observations to monitor instruction and ELLs learning, and also participate in team meetings on a rotating basis. Grade and Curriculum Team suggestions are also taken into consideration when the administration and programming team make adjustments in student programs to support learning needs. These program changes are communicated to families at face-to-face meetings (including Back to School Night (September), Open Houses (October & November), Parent-teacher Conferences (November, March & May)), JupiterGrades communications, otherwise scheduled meetings with students and their guardians, and yearly meetings between parents of ELL students and ELL teachers.

Part IV: ELL Programming

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 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 only 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 skill, as well as vocabulary development. As with all ELLs, students are required to present projects orally in the class as one of the schools goal is a focus on project-based learning.

UHHS has one newcomer (less than two years 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 require 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 student and teachers. Tools include public, academic, government and special libraries. Gale provides access to magazine, journal and research articles as well as various publications and 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.

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

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.
7. 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.

8. 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 are 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 Wednesdays and Fridays 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. There is a Speech Teacher available at the Writing Center to provide targeted supports.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?

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.

11. 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.

12. 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
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Not Applicable

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   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. 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 Ogbe by the parent coordinator and school staff. Any other languages and translation is available upon request and can be arranged through the Office of Translation and Interpretation Services via the DOE. Beginning in the fall, UHHS hosts several Open Houses. During these open house sessions, parents learn about 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 9th grade, all students, including all ELL and students with disabilities engage in our Summer Bridge program, which equips them with 21st century skills necessary for successful participation in all of our courses, and outlines academic and behavioral expectations for all UHHS students.

17. 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.

18. 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
**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 and non-pedagogic staff.) 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?

   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.

   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.

   **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.**

   Our students begin in our Summer Bridge program prior to their 9th 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.

   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.

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 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. 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 Ogbe. 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 no have any CBOs providing workshops for ELL parents.

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

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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Hazel Joseph Roseboro, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSIETELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSIETELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# 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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazel Joseph-Roseboro</td>
<td>Principal</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Erick Jenkins</td>
<td>Assistant Principal</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Esmeralda Pelaez</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Jeffrey Gatje</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Elizabeth Dove</td>
<td>Parent</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Alan Hilliard/English</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Ruth Smith/French</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Janitzia O'Neil</td>
<td>School Counselor</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Kathy Rehfield-Pelles</td>
<td>Superintendent</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Virginia Campbell</td>
<td>Other ENL/Bilingual</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>James Gordon</td>
<td>Other SpEd</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 07X495  **School Name:** University Heights High School  **Superintendent:** Kathy Pelles

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Spanish have been the primary languages that we are asked to communicate in both written and oral communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September expectations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Night (September), Open Houses (October &amp; November),</td>
<td>Disciplinary meetings (October and November)</td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>Parent-teacher Conferences (November, March &amp; May), JupiterGrades Training</td>
<td>-</td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>for managing student progress (October &amp; November), Senior Orientation</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>(December), Junior Orientation (January), Helping students build self-</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>esteem (February), College Transition (April), College Transition session 2</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>(May), and Parent-Teacher Association Election (June). Informal interactions</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>include teacher calls to parents when the teacher does not speak the home</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>language. Administrators' meetings and calls home sometimes also require</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>translation services, such as intervention meetings. Meetings to orient</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>families of students transferring to the school mid-year may also require</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>translation services. Meetings or phone calls that school social workers</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>might have with parents may also require translation services if the social</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>worker does not speak the home language. Meetings or phone calls to parents</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
<tr>
<td>from athletic coaches.</td>
<td></td>
<td>Provide interpretation service(s) for parents who do not speak the home language.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

**Part C: Training Staff on Policies and Procedure**
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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 access the efficacy of our parent services.