



**HUGO NEWMAN COLLEGE PREPARATORY SCHOOL
PS/IS 180M**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (03M180)

ADDRESS: 370 WEST 120TH STREET, NEW YORK 10027

TELEPHONE: 212-678-2849

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 180 **SCHOOL NAME:** Hugo Newman College Preparatory School

SCHOOL ADDRESS: 370 West 120th Street, New York 10027

SCHOOL TELEPHONE: 212-678-2849 **FAX:** 212-665-1572

SCHOOL CONTACT PERSON: Dr. Peter L. McFarlane **EMAIL ADDRESS:** pmcfarl@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carolyn Campis

PRINCIPAL: Dr. Peter L. McFarlane

UFT CHAPTER LEADER: Esther Love-Hassell

PARENTS' ASSOCIATION PRESIDENT: Roszetter McClain

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** CFN #3

NETWORK LEADER: Mr. Lucius Young

SUPERINTENDENT: Mrs. Sara Carvajal

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Dr. Peter L. McFarlane	*Principal or Designee	
Esther Love-Hassell	*UFT Chapter Chairperson or Designee	
Rossetter McClain	*PA/PTA President or Designated Co-President	
D. Hall	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Yelena Patish	Member/Teacher	
Elizabeth Beigel	Member/Teacher	
Rebecca Donlan	Member/Teacher	
Lauren Olerio	Member/Teacher	
Carloyn Campis	Member/Teacher	
Michelle Kelly	Member/Teacher	
Nicole La Pointe	Member/Teacher	
Haydee Alvarez	Member/Parent	
David Johnson	Member/Parent	

Stephanie Hares	PTA Treasurer	
Mari Mays	Member/Parent	
Erma Mason	Member/Parent	
D. Lesley	Member/Parent	
D. Meyer	Member/Parent	
L. Figueroa	Member/Parent	
D. Ford	Member/Parent	
Z. Cash	Member/Parent	
B. Gadson	Member/Parent	
Michelle Tennant-Timmons	PTA Vice-President	
Quanda Mack	PTA Secretary	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Hugo Newman College Preparatory School - P.S./I.S. 180 is located at 370 West 120th Street in the heart of Harlem. We believe that the education of every child begins at home and is continued through a partnership between parents, educators, and the community. We believe that all children will achieve when provided with active learning experiences that challenge and build real-life connections. We are a community of learners that is united in the belief that excellence in education is our only choice. We are dedicated to fostering literacy and developing English-Language Arts and Mathematical skills to enable all students to become life-long learners and problem solvers. Towards this end we will develop awareness with each student to view college as a viable and realistic goal. Like the legendary educator that our school is named after we have undergone a metamorphosis of mind, body and spirit. This transformation has created a community of learners and thinkers poised to meet the needs of every child that pass through our doors. In this light, our school will achieve its mission through a collaborative effort with the following organization supports:

- Extensive professional development in reading and math utilizing the Balanced Literacy
- and Everyday Mathematics Program
- An atmosphere that provides professional discourse about educational issues for exploration and internalization
- On -site Literacy and Mathematics Coach
- A Technology and Literacy professional developer
- An extended day reading, math and recreational program including the arts- Monday through Saturday
- A School-Wide Projects Team that works collaboratively to provide proactive solutions to school-wide issues
- A beautiful physical plant
- Continuous staff learning
- A caring staff that believes that "Excellence in Education is Our Only Choice"
- Collaborations with CBO's, Business Organizations and Colleges (Teachers College, Columbia University, Police Athletic League, Columbia Dental School, SUNY Optometric Center, Healthy Schools/Healthy Families, Touro Medical School, Midori and Friends, American Ballroom Dancing, Sports and Arts in Schools Foundation, New York City Road Runners Foundation, Harlem School of the Arts, Studio in The Schools, Say Yes to Education, The Trust for Public Land and the Hayden Foundation and much, much more)

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	71	72	72		93.1	93.1			
Kindergarten	78	79	79						
Grade 1	83	85	81	Student Stability: % of Enrollment					
Grade 2	81	79	80	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	73	75	73		95.6	TBD	TBA		
Grade 4	73	75	83						
Grade 5	70	65	72	Poverty Rate: % of Enrollment					
Grade 6	21	22	25	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	20	22	25		74.0	81.9	74.0		
Grade 8	0	21	22						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					5	14			
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	574	601	617		2	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	4	5	11						
No. in Collaborative Team Teaching (CTT) Classes	26	25		Principal Suspensions	3	6			
Number all others	19	21		Superintendent Suspensions	0	10			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0	
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0	
# receiving ESL services only	54	49	54	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	2	0	7	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	51	51	51	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	11	11	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	7	7	
	0	0	0					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100	
American Indian or Alaska Native	.4	.3	.3	Percent more than two years teaching in this school	64.7	70.6		
Black or African American	75.1	75.7	69.6	Percent more than five years teaching anywhere	49	54.9		
Hispanic or Latino	22.1	21.3	24.7					
Asian or Native Hawaiian/Other Pacific Isl.	.9	.8	.8	Percent Masters Degree or higher	78	80		
White	1.6	1.7	3.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1	98.2		
Multi-racial								
Male	47.2	46.4	49.8					
Female	52.8	53.6	50.2					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	105.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	14.1	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	6	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The major accomplishment that our school is most proud over the past three year is our Schoolwide Enrichment Clusters. The schoolwide enrichment model was developed in the mid 1970's. The model, which was, initially field-tested in several districts, gives students the opportunity to self select an interest based cluster to develop and deepen their awareness in that topic. A book about the Enrichment Triad Model (Renzulli, 1977) was published and more and more districts began asking for help in implementing this approach as a result the following strategies was utilized to implement this approach at P.S./I.S. 180M over the past five years:

- School-wide PD by Barry Oreck, Ph.D. provided a context for this model for all staff
- PD by Barry Oreck, Ph.D. was on-going throughout the 2004-2006 school year.
- Site visitations to School-wide Enrichment schools took place on an ongoing basis throughout the 2005-2007, school years
- The school hired and has maintained over the past two years a Schoolwide Enrichment Coordinator
- Cluster Topics and Descriptions were completed by June 2005 and continued throughout the 2006-2007
- Materials were disseminated by September 2005
- Complete implementation of Schoolwide Enrichment started by October 2005 and continued throughout the 2006-2007 school year

Some of the evidence of the success of this model were:

- 460 students participated in 46 enrichment clusters
- Two Share Fairs & Performance Fairs were held that demonstrated what students learned over each 10 week period.
- A Teacher/Student survey was given out to evaluate the success of the program as well as the Enrichment Coordinator met with each teacher to discuss individual goals for their clusters for the next school year.
- Over 20 teachers have attended the SEM conference held at the University of Connecticut each Summer. Higher level of community participation during in-school enrichment cluster activities for example, Oscar winning actress Marsha Gaye Harden participated in an acting enrichment cluster and several parents shared their careers as it relates to the clusters as well.

Listed below are some enrichment cluster descriptions:

Inventing Spaces

What is your favorite room in a house or apartment? What things would you find in your favorite room? Let's explore the different ways rooms are designed, ways to place furniture, how colors and textures come together in order to create your dream room.

Habla Conmigo! Talk To Me

Calling all Spanish lovers! Would you like to improve your Spanish skills? Would you like to explore Spanish culture, art, music, dance and food through various activities? We'll visit El Museo Del Barrio and experience the Latin culture. Also we'll go to different Spanish restaurants and discover a variety of Latin dances through videos, CDs and performances.

Germ Disaster

Have you ever been sick? Would you like to see a real germ? You'll see germs that have made you feel awful with the flu, the chicken pox or common cold. We will discover all the secrets of bacteria and viruses, including how they make you sick and what they look like. Would you like to become a mean nasty germ? You'll get the chance by starring in a play about them. Join us!

Got Beats?

Does your heart race when you hear the bass pumping on a new CD? Investigate the working environment of a modern recording studio. Lay down tracks, edit, loop and master. Are your rhymes so good the world needs to hear them? Meet live sound and studio engineers and find their sonic secrets for creating the hits you hear on the radio. Develop all the skills you need to be a superstar in the music industry.

PS 180 Times

Do you enjoy telling a great story? Do you like to write? If the answer is yes, come and be part of the 180 Times, a new and exciting school newspaper. Together, we will write the stories people want to read. Come and explore new story ideas and determine the look of the newspaper; discuss the different roles people take when creating a school paper and publish a newspaper. Join us for all the fun!!

Circles and Squares

If you're not on Google-do you doodle? Are you interested in drawing? Do you like to look at pictures? Would you like to have the time and the freedom to explore the world? See the work of artists before you. Uncover your ability- and draw!

Percussion Group

Do you like to tap out the beats you hear in your head? The PS 180 Percussion Group will play all kinds of drums, xylophones and other instruments. Slap a djembe, shake a maraca, and scrape a guiro! We will explore percussion music from around the world and share our music with the school community and beyond.

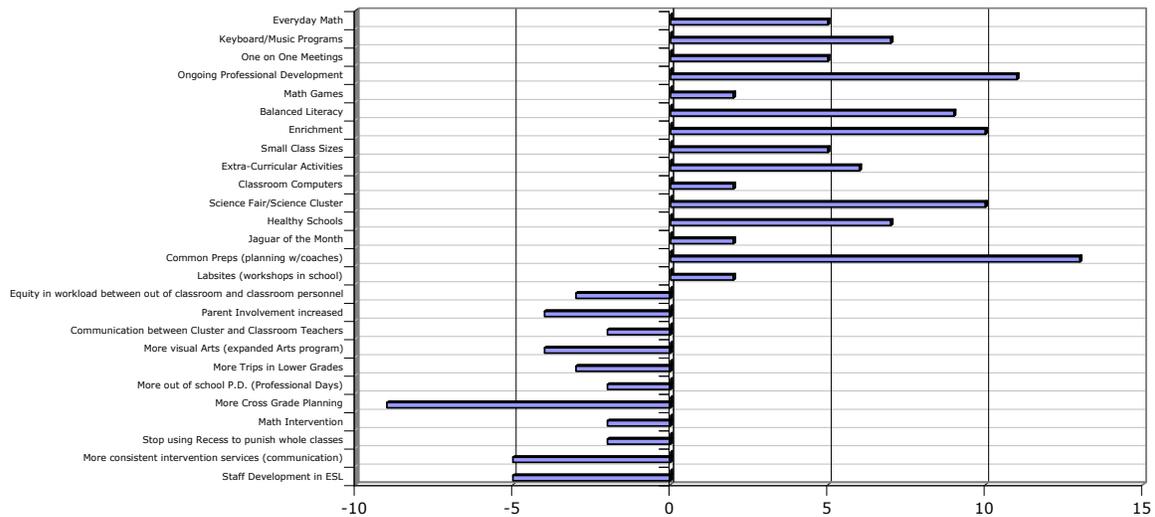
1. Identify the one or two most critical dilemmas you encountered this year. How did you determine that these were the most significant challenges? What action have you taken towards addressing them, and what do you perceive still needs to be done to overcome them?

The most critical dilemma that the school has encountered each year is the lack of cross grade programmed articulation that supports schoolwide curriculum alignment. We determined that this was a significant challenge based on a survey that we had given to all of our school 's instructional staff. The chart below indicates the areas that our school has identified. The three areas our school has made a priority for the next school year are:

- More cross grade planning
- More consistent intervention services
- Staff Development in ESL

Empowerment Zone Survey Results

Bars to the left are responses addressing change - Bars to the right are requesting Stability
The further from zero, the more responses



To address these identified areas during the 2006-2007 school restructured so that cross grade planning can occur. This was accomplished by forming four core instructional teams (ELA, Mathematics, Science & Social Studies) so that each grade level team would have representation on each one of these core instructional areas for the purpose of ensuring cross grade curricular alignment and planning. In order to provide the time our school staff requested an SBO vote that:

During the 2006-2007 school year we combined the PD sessions utilizing the 30 hours of PD and monthly faculty conference time so that each meeting is approximately 2 hrs and 14 minutes every other week on Wednesday on the following dates:

- September 4 hours (Dates: September 13th & September 27th)
- October- 4 hours (Dates: October 4th & 18th)
- November- 4 hours (Dates: November 8th & November 29th)
- December - 2 hours (Date: December 13th)
- January - 4 hours (Dates: January 3rd & 17th)
- February - 2 hours (Date: February 7th)
- March - 4 hours (March 7th & 21st)
- April - 4 hours (April 11th & 25th)
- May - 2 hours (Last session May 9th)

This time was used to give cross grade core teams an opportunity to look at curriculum alignment across the school. We also focused our PD efforts around the two other areas that have been identified by our staff. However, each core team will be responsible for responding to these overarching questions:

1. What are our school-wide goals in this curriculum area in our Comprehensive Education Plan?
2. What is the linear progression of this academic area from PreK – 8? What is covered grade by grade? What are the standards?
3. How do we inform our staff about the academic goals set in our CEP with each grade and across grades?
4. What kinds of assessments are we using to evaluate this curriculum area and student progress?
5. How frequently are the assessments given?
6. What kind of professional development are we offering our staff?
7. Are we on target with our academic goals set in our school's CEP? (September, December, March & May)
8. How are we providing enrichment or remediation (extra support) in this academic area?
9. How do we inform and involve our school community in this area?
10. How will we support the ELL Learner in this core area?

As a result of this work for the next school year, we deepen our focus in the areas of cross grade curriculum and data driven instruction. The attached report entitled “**Collaborative inquiry within curriculum domains: A Cross-grade discussion at P.S. 180,**” indicates what we accomplished during the 2006-2007 school year. This report provides the platform for our continued focus in the areas of curriculum alignment and data driven instruction.(Report Accompanying CEP)
We continued to deepen this work during the 2007-2008 year. Our attached report reflects the direction that our school will take during the 08-09 school year. Essentially their will be a larger curricular focus to support student and teacher development.

3. How has your school improved student achievement?

As applicable, please be sure to include in your response a description of your school's approach to

- a) professional development (in your school and within Networks)
- b) teacher mentoring, and
- c) summer institutes, *and* the results or outcomes evident from each. What might you expand upon and/or do differently next year?

Professional Development

As a former Chancellor's District school P.S./I.S. 180M was given an opportunity to have extended professional development time for teachers to improve their pedagogy. In this model, the instructional day was increased by 100 minutes per week to provide small group instructional time for all “at risk” students. Additionally, 100 minutes of professional development each week was utilized for teacher development. Over the past 10 years the Hugo Newman College Preparatory School has continued to use this model to support teacher and student development. For example, over the past (2) year our school used this time to create study groups based on the work of Richard Allington, “What Really Matters To Struggling Readers” and most recently we used this time to have a schoolwide discussion on why we are really doing Balanced Literacy? This discussion was framed by work of Ralph Fletcher and Jo Ann Portalupi in their book entitled Writing Workshop The Essential Guide. These are just two examples of the type of professional development that our school has

experienced using this model. This year as an Childrens First Network School we will request (8) ½ days to continue to support our professional development efforts. We will also allocate monies to support teacher training after school on these ½ as well.

Teacher Mentor/Summer Institute

Our school provides teacher support through our team approach to schoolwide learning. In this approach each new teacher is mentored and supported by their grade level teammates, a literacy coach, a mathematics coach and other support staff (as appropriate) to ensure that the teacher can meet the challenges of the daily instructional challenges in the classroom. This school based mentoring model continues through the teachers' career at our school.

This past six summers new teachers had the opportunity to be trained on-site in the following methodologies offered by our school:

- Schoolwide Enrichment Workshops: Offered by our Enrichment Coordinators (On Site)
- Everyday Mathematic Institute (On-site)
- Teacher College Reading and Writers Institute (Offsite at Teachers College and On-site by Literacy Coaches)
- On-site professional development during the month of July/August for all new teachers by our in-house staff developers.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Hugo Newman College Preparatory School – P.S. 180M serves students in Pre-Kindergarten to Grade 8 . The average class size in PreK is 18, K-2 is 22 and in grades 3-8 the average class size is 22. Over the past eleven years the achievement at P.S/I.S.. 180 has increased steadily. The chart below Indicated the 4th Grade ELA & Mathematics scores and the school academic progress over a four year period as the State Education Department took over Statewide testing.

Reading Data 4th Grade ELA
11 Years At –A- Glance

Year	Percent of Students In Level I	Percent of Students In Level II	Percent of Student In Level III	Percent of Students In Level IV
1998-99	35	60	5	0
1999-2000	29	53	15	0
2000-2001	22	50	28	0
2001-2002	15.6	51.6	26.6	6.3
2002-2003	6.25	50	37.5	6.25
2003-2004	2.0	51.0	45.1	2.0
2004-2005	2.5	32.5	55	10
2005-2006	0	29.8	68.1	2.1
2006-2007	1.6	38	58	1.6
2007-2008	2.8	34.7	60	2.3
2008-2009	0	21.2	67.6	4.1

This chart demonstrates that the number of students in Level I has decreased 35%. Concurrently, the number of students who performed at or above grade level has increased 60 % over a 7 year period. The SED reports shows that the school has met it AMO for the 2003-2004, 2004-2005, 2005-2006, & 2006-2007 and in each of these years it has been recognize by SED Commissioner Mills as a High Performing Gap Closing School.

In the 2006-2007 school year, the Hugo Newman College Preparatory School exceeded the SED

performance target of 150, in ELA The next charts illustrates how our school has done during the past three years of Statewide testing in ELA

SED ELA Results Schoolwide

Year	Percent of Students In Level I	Percent of Students In Level II	Percent of Students In Level III & IV
2005-2006	9.8	39.9	50.3
2006-2007	4.5	39.9	55.5
2007-2008	2.5	31.0	66.7
2008-2009	0.4	21.2	80.4

The next chart indicates P.S. 180’s mathematics scores over the past six years in grade 4. This chart shows the number of students in Level I and at-or-above grade level. P.S./I.S. 180 has increased the number of students in Level III and IV by 46.0% over the past eight years. Additionally, the school has reduced the number of students in Level I by 20.0 %.

The trend over the past six years also shows that P.S./I.S. 180 has met it AMO in each of these years. For the 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008 & 2008-2009 school year 180M met its AMO and the number of students that met the New York State Standards also increased.

Grade 4 Mathematics Scores Eight Years At-A-Glance

Year	Percent of Students in Level I	Percent of Students At Level III & IV
2000-2001	20.0	37.8
2001-2002	20.6	28.6
2002-2003	4.1	75.5
2003-2004	0	86.0
2004-2005	2	88.6
2005-2006	0	88.9
2006-2007	3	86
2007-2008	1.4	86
2008-2009	0.4	94.6

The next chart illustrates our SED Statewide school data in mathematics:

SED Mathematics Results Schoolwide

Year	Percent of Students In Level I	Percent of Students In Level II	Percent of Student In Level III & IV
2005-2006	9.8	20.1	70.1
2006-2007	3.0	16	81
2007-2008	0.8	12.2	87.6
2008-2009	1.1	5.1	93.8

Our data based on SED performance target, the principal's performance review, and input from our school community suggest that over the past ten years our school is moving in the right direction toward NCLB 1014 targets. Yet, it is critical that our school challenges what we have been doing over the past eight years in order to continually meet each academic target that we have set each year.

Over the past year our school's focus has shifted to a more intense research-based approach during by re-aligning our curriculum through cross grade articulation and planning to ensure greater grade level curriculum uniformity across the board. What we found was that through this approach we were able to:

- Increase internal schoolwide academic accountability
- Increase curriculum alignment
- Increase pedagogical expertise in all curricular areas
- Support better pedagogical delivery of instruction to students
- Increase student outcomes

It is with this premise that our school will continue to move forward this next school year as we build internal capacity by empowering staff through a distributive leadership model.

Smart Goals

- By June 2011 we will demonstrate a 1% increase in reading scores measured by the number of students in Level 3 & 4 on the NYS ELA assessment.
- By June 2011 we will demonstrate a 1% increase in mathematics scores measured by the number of students in Level 3 & 4 on the NYS Mathematics assessment.
- By June 2011, 50 percent of all tested students will make academic progress as measure by the Department of Education Progress Report

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Continuous School Improvement & Improve reading and mathematics scores

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The system for continuous improvement that our school will develop is cross grade core team planning and articulation to improve internal curriculum alignment and teacher pedagogy</p> <p>Increase reading and mathematics data by 1% as measured by the SED Spring 2011 assessment</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A school survey was conducted as well as an informal and formal assessment individually administered by the principal during his yearly one-on-ones with staff. This information revealed that over the past several years P.S/I.S. 180M has built capacity horizontally through intense grade level teaming. However, after further internal reflection our school realized that deepening vertical communication would not only support curricular alignment but it would support student and teacher development.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Restructuring of the School Leadership Team to empower staff through core team work to have a greater voice in schoolwide decision making by.</p> <ul style="list-style-type: none"> • Hiring External facilitators • SBO Approval for PD time and ½ day request of Tweed • Using Contract for Excellence Allocation To reduce class size in grade 5 • Using TL Instructional monies to support science and social studies support material purchases • Using Title I monies for professional development in literacy, mathematics, science, social studies and the integration of visual and graphic arts in the classroom

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Increased teacher satisfaction with internal school professional development as measured by principal one-on-one and staff survey feedback sheets
- Teacher feedback on 09 Quality Review
- Periodic Assessment data
- Increased student achievement as a result of differentiated PD as measured by SED Standardized Examination

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	5	N/A	N/A	5	5	10	10
1	5	5	N/A	N/A	10	5	10	10
2	7	8	N/A	N/A	4	2	6	5
3	5	8	N/A	N/A	6	2	N/A	10
4	7	7	N/A	N/A	7	N/A	N/A	10
5	7	7	N/A	N/A	7	N/A	N/A	75
6	2	2	N/A	N/A	22	N/A	N/A	22
7	1	1	N/A	N/A	22	N/A	N/A	22
8	3	3	N/A	NA	22	N/A	N/A	22
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>The following intervention strategies will be provided to identified “at risk” students in literacy:</p> <ul style="list-style-type: none"> • In-class small group instruction and strategy lessons (during the school day) • In-class tutoring...teacher/peer (during the school day) • Wilson or Foundations (during the school day) • After school & “SuperSaturday Program”
<p>Mathematics:</p>	<p>The following intervention strategies will be provided to identified “at risk” students in mathematics:</p> <ul style="list-style-type: none"> • In-class small group instruction and strategy lesson (during the school day) • In-class tutoring...teacher/peer (during the school day) • Mathematics game as per the Everyday Mathematics Program (during the school day) • After school & “SuperSaturday Program”
<p>Science:</p>	<p>The following intervention strategies will be provided to identified “at risk” students in science:</p> <ul style="list-style-type: none"> • In-class small group instruction and strategy lessons (during the school day) • In-class tutoring...teacher/peer (during the school day) • Extended time instructional support periods on Monday, Wednesday and Thursday • After school & “SuperSaturday Program”
<p>Social Studies:</p>	<p>The following intervention strategies will be provided to identified “at risk” students in literacy:</p> <ul style="list-style-type: none"> • In-class small group instruction and strategy lesson • In-class tutoring...teacher/peer • Extended time instructional support periods on Monday, Wednesday, and Thursday • After school & “SuperSaturday Program”

At-risk Services Provided by the Guidance Counselor:	Our guidance counselor will provide “at risk” guidance support to identified students based on recommendation of our Family Support Team (Grades 3-8)
At-risk Services Provided by the School Psychologist:	Our school psychologist will provide “at risk” guidance support to identified students based on recommendation of our Family Support Team (Grade 2 students)
At-risk Services Provided by the Social Worker:	Our school social worker will provide “at risk” guidance support to identified students based on recommendation of our Family Support Team (For PreK – 1 students)
At-risk Health-related Services:	<p>Health related services will be provided by our in-house health staff to all students as appropriate. The services that are provided are the following:</p> <ul style="list-style-type: none"> • Dental service • Optometric service • Insurance enrollment • Immunization and physicals • Nutrition services • Mental health referrals

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) PreK-8 _____ Number of Students to be Served: _____ 55 _____ LEP _____ Non-LEP

Number of Teachers 2 _____ Other Staff (Specify) _____ Certified Teachers who possess an ESL License

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

At P.S./I.S. 180M we have an ESL program, which consists of both push in and pull out services. In Kindergarten the students receive both pull out and push in services. In the pull out service the focus is primarily on writing and read alouds with accountable talk. In the push in service the ESL teacher give additional support in reading through guided reading, one on one instruction and conferencing.

In first grade the ELL's receive push in services which consists of guided reading groups lead by the ESL teacher as well as one on one instructions and conferencing. Push in services are also provided for phonics and work study. First grade students who need additional support are also pulled out in small groups and are given instruction in area in which they need more support.

In second a grade the majority o the students receive pull out services which consists of shared reading through the use of big books and poems, read alouds with accountable talk and writer's workshop based on the Teachers College model.

In third through fifth grade the students receive pull out services. The activities planned for these students focus on the four modalities of reading, writing, speaking and listening. Many different materials are used as well as a variety of activities to strengthen their skills in English. In addition, an emphasis is placed on comprehension and test taking strategies since these grades all have to take standardized test. As a result, we will also provide supplemental afterschool services for ELL students to extend their learning twice a week. These services will be provided by our licensed ESL teachers.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All personnel at the school take an active role with the ELL's to begin with, all teacher are informed and knowledgeable about the Language Allocation Policy in the school. All teachers are welcome and encouraged to attend the Language allocation committee meetings. In addition, every teacher receives copies of the NYSESLAT scores and is informed about the importance of the scores and how it relates to them so that they can plan accordingly and differentiate instruction to best suit the needs of their students. Teachers also receive professional development about the scores and the ESL program and teachers can voice any questions or concerns they have. Furthermore, all teachers will receive ongoing professional development from an ESL specialist from Rigby so that they can learn how to incorporate ESL strategies and techniques into their classroom and modify their lessons. This will also give them the opportunity to ask questions and observe what teaching English looks like in a push in and pull out environment.

The following professional development dates and PD will be provided to our staff for the improving of ELL instruction beginning in September 2009 and ending in March 2010.

- Who is the ELL Learner?
- How can you more effectively work with the ESL teacher in the push in model?
- How do we differentiae instruction for ELL Learners?
- How can we better assess the ELL Learner?
- How do we build ELL students vocabulary?

We are also planning to support this work with our Language Consortium...See Network Plan....



Language Consortium
Children First Network 3
Lucius Young, Network Leader

Prospective Participating Schools

Digna Erstejn, PS 877 Queens
Barbara Freeman, PS/IS 161 Manhattan
Joseph Henry, PS/IS 178 Brooklyn
Debra Jones, PS 463 Bronx
Claudy Makelele, IS 311 Brooklyn
Dr. Peter McFarlane, PS 180 Manhattan
Enid Silvera, PS 149 Brooklyn

Research

Clearly preparing students to live and thrive in the 21st Century is more than simply providing rigorous English language arts and mathematics. To truly thrive in this new century, adults and children need to be able to communicate in several languages and have an appreciation for different cultures.

Specifically, in the New York City Department of Education (NYCDOE), of the estimated 1.1 million students who are educated on a daily basis, 149, 442 students are English language learners spanning some 164 home languages. In addition, according to the NYCDOE, “40% of New York City students report speaking a language other than English at home (Home Language Identification Survey, 2008).” According to a longitudinal study (1986-1996) performed in Kansas City, Missouri Public Schools by J.M. Cade (1997), “...over time, second language learners (1) have improved test scores; (2) are able to think divergently; (3) achieve in their first language; and (4) attract and maintain parent involvement.”

Research by many theorists also shows that socio-economic status (SES) is the number one indicator for student achievement and has a strong, positive relationship. Students with lower SES consistently perform lower than students with higher SES. Keeping that in mind, every school recognized by the New York State Association of Independent Schools (where most students are of very high SES) offers students access to robust instruction in several foreign languages. Since one of the tasks of public education is to provide an equal playing-field for all children, clearly our schools need to catch-up with our private school counterparts to ensure greater student achievement and access.

In keeping with the current federal government theme of college preparedness, a study performed by P. D. Wiley (1985), students who study Latin, French, German, or Spanish in high school perform better than their college counterparts who did not have access to foreign language instruction. Countless research studies show that there is no negative impact on ELA and mathematic scores, when students spend time learning a second language in school. In fact, many NYCDOE schools currently offer success dual language programs to students who are English proficient.

About CFN 3 Schools

For the 2010-2011 school year, the Children First Network 3 is creating an opportunity for seven of its thirty schools to pilot a language consortium. If the program is found to be academically successful, the network staff will revisit the membership and discuss extending consortium partnerships to more and/or all of the schools within the network. The purpose of the language consortium is: To create a robust and rigorous language program that offers students opportunities to become multilingual and multicultural while developing an appreciation for academic studies that simultaneously elevates student achievement and parent involvement.

This program aligns with the three American Recovery and Reinvestment Act (ARRA) tenets that CFN 3 is currently working to address. Those tenets are: 1) reduce the ELL population being referred to special education; 2) reduce the overall special education population of the schools

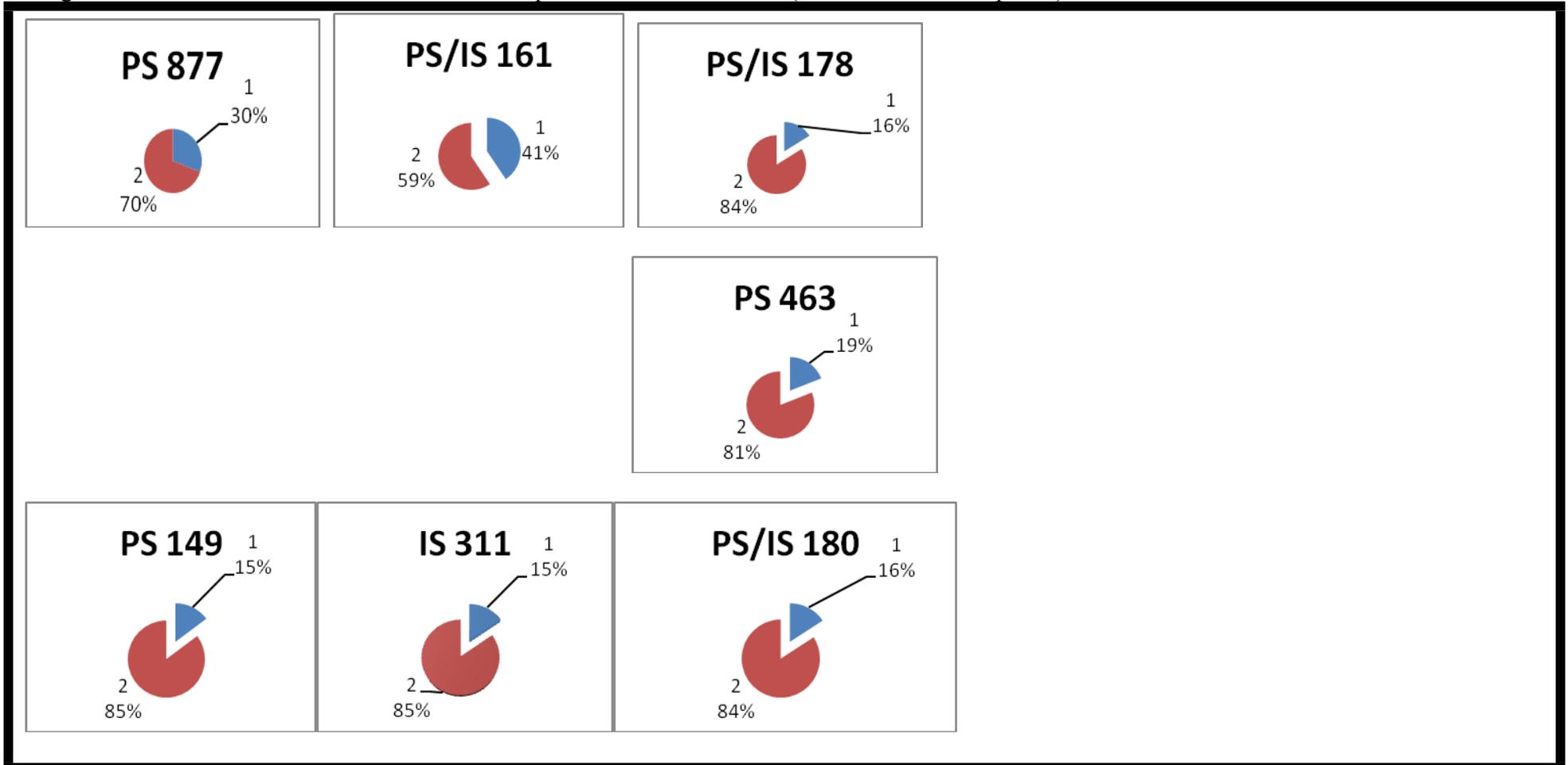
within the network, and increase the socio-emotional development of students across the school populations. The student data, as exhibited in Table 1, for the initial schools in this consortium show that the benefits and factors of learning a foreign language will greatly address the needs of these school's current students.

CFN #3 LANGUAGE CONSORTIUM STUDENT DATA (based on public documents on schools.nyc.gov/documents/teachandlearn/sesdr/2009-10/sesdr ...pdf)					
	Total School Population	Total Number of ELLs	Number of Sp. Ed. ELLs	Total Number of Special Ed. Pop.	Initial Sp. Ed. Referral Rate (citywide rate 1.1%)
PS 877 Queens	451	141	32	56	1%
PS/IS 161 Manhattan	710	332	78	153	2%
PS/IS 178 Brooklyn	653	28	5	97	2.7%
PS 463 Bronx	187	13	0	31	4.3%
IS 311 Brooklyn	248	8	2	37	0%
PS/IS 180 Manhattan	607	52	8	62	1.9%
PS 149 Brooklyn	780	61	6	74	1.9%

In addition, each of the schools participating in the consortium services students of several ethnicity groups. The ethnic groups represented within the schools are: American Indian, Asian / Pacific Islander, Hispanic, Black, White, African, and Haitian Creole. Of these ethnic groups a plethora of languages are spoken including, Spanish, Chinese, French, and Creole. Other dialects from Africa and Mexico are also spoken in some students'

home. A diagram of all of the participating schools' ELLs and special education students are shown in Diagram 1 below.

Diagram1: The red section is the total school compared to the blue section (total of ELLs and Sp. Ed.)



Although all of the schools in the consortium are doing well according to the 2008-2009 Progress Report and Quality Review metrics, it is the much anticipated changes in ELLs' and special education metrics that this plan attempts to address. With principal and teacher buy-in, all students within these schools will benefit greatly.

The Program

The purpose of the language consortium is: To create a robust and rigorous language program that offers students opportunities to become multilingual and multicultural while developing an appreciation for academic studies that simultaneously elevates student achievement and parent involvement. Therefore the program will best services students beginning in Kindergarten. However, many of the schools in CFN 3 network are middle schools and high schools. Considering the power of the program, a two-pronged plan is outlined below that addresses the implementation of the program in elementary/K-8 schools as well as middle and high schools.

Before engaging with the program, the schools will need to complete the following tasks:

1. Identify the languages that will be offered in their schools.
2. Identify a point person to work with teachers and network staff to ensure the success of the program.
3. Technology survey will be conducted in each school to ensure that the school has the technology capacity to offer and sustain the program.
4. Provide orientation to students and parents before beginning the program either via a workshop, newsletter, class presentations, or PA/PTA meeting.

Table 2: The Language Consortium Plan

Kindergarten-Fifth Grade Schools - Language Plan (Option 1)		
Stage 1: Exposure	K-2 students will engage in eight week language labs. These labs will focus on exposing students to one language at a time. During this time, students are not expected to become proficient in any one language, but rather get exposure to the language and culture. However, a student may become proficient depending upon the amount of independent time the student engages in the program outside of the school day.	
A	Program Engagement	The students should be scheduled to visit the computer lab or use laptops to engage the language program for at least 30 minutes three times a week.

B	Multicultural Engagement	Simultaneously with the program enrichment, the students will receive enrichment instruction once a week from a native language speaker of the language lab that the students are studying. For example, if the students are engaged in learning Spanish, the enrichment teacher will work with the students once a week on cultural studies of Latin countries with a goal of producing a project. Portfolios of the student work from the multicultural instructional experiences should be collected and maintained until the child graduates.
C	Extensions	Students will be able to follow-up with their language instruction after their instructional day by logging onto the program using their username and password. To ensure access to the program, Site licenses in lieu of network software will be purchased so that students can have access to their program in and out of school.
Stage 2: Immersion		By 3 rd grade students will be expected to declare a language major. This major will be in one of the four languages experienced in grades K-2. The language should be one where the student has displayed interest and enthusiasm. The student will remain in this language for the duration of their elementary school career.
D	Program Engagement	The students should be scheduled to visit the computer lab or use laptops to engage the language program for at least 45 minutes three times a week.
E	Multicultural Engagement	Simultaneously with the program, students will receive enrichment instruction once a week from a native language speaker of the language lab through a SEM program. For example, if the students are engaged in learning Spanish, the SEM teacher will work with the students once a week on cultural studies of Latin countries with a goal of producing a project. Portfolios of the student work from the multicultural instructional experiences should be collected and maintained until the child graduates.
F	Extensions	School leaders servicing language consortium students will be encouraged to offer language services to the students so that the student will be prepared for the language

		proficiency test by 8 th grade.
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Table 3: The Language Consortium Plan

Kindergarten-Fifth Grade Schools - Language Plan (Option 2)		
Stage 1: Exposure		K-2 students will engage in eight week language labs. These labs will focus on exposing students to one language at a time. During this time, students are not expected to become proficient in any one language, but rather get exposure to the language and culture. However, a student may become proficient depending upon the amount of independent time the student engages in the program outside of the school day.
A	Program Engagement	Kindergarten and first grade class teachers will schedule language lab in their class schedule 3xs a week. The teacher will guide the whole class through the language program using a Smartboard or regular dry erase and laptop, during these scheduled time periods. Second grade students will go to a computer lab or use laptops individually to engage in their language lab and work at their own pace.
B	Multicultural Engagement	Simultaneously with the program, the students will receive enrichment instruction once a week from their classroom teacher or external partnership. For example, if the students are engaged in learning French, the teacher will work with the students once a week on cultural studies of France with a goal of producing a project. During this time period, the class may be visited by a representative from the French Consulate or visit the Lyceum Kennedy school in Manhattan. Portfolios of the student work from the multicultural instructional experiences should be collected and maintained until the child graduates.
C	Extensions	Students will be able to follow-up with their language instruction after their instructional day by logging onto the program using their username and password. To ensure access to the program, Site licenses in lieu of network software will be purchased so that students can have access

		to their program in and out of school.
Stage 2: Immersion		By 3 rd grade students will be expected to declare a language major. This major will be in one of the four languages experienced in grades K-2. The language should be one where the student has displayed interest and enthusiasm. The student will remain in this language for the duration of their elementary school career.
D	Program Engagement	The students should be scheduled to visit the computer lab or use laptops to engage the language program for at least 45 minutes three times a week.
E	Multicultural Engagement	Simultaneously with the program, students will receive enrichment instruction once a week from a native language speaker of the language lab through a SEM program. For example, if the students are engaged in learning Spanish, the SEM teacher will work with the students once a week on cultural studies of Latin countries with a goal of producing a project. Portfolios of the student work from the multicultural instructional experiences should be collected and maintained until the child graduates.
F	Extensions	School leaders servicing language consortium students will be encouraged to offer language services to the students so that the student will be prepared for the language proficiency test by 8 th grade.

Schools that span to eighth grade will follow the same cycles as option 1 or 2, but the student will remain in their major language until 8th grade and the student's K-8 school will offer a proficiency test within the major language (where possible) at the end of 8th grade.

Table 4: The Language Consortium Plan

Sixth-Eighth Grade Schools - Language Plan	
Stage 1: Exposure	6 th grade students will engage in eight week language labs. These labs will focus on exposing students to one language at a time. The homeroom or language lab teacher will be able to assign grades based on the levels a student has successfully achieved and amount of time spent in the program. During this time, students are not expected to become proficient in any one language, but rather get exposure to the language and culture. However, a student may become proficient depending upon the amount of independent time the student engages in the program outside of the school day.

A	Program Engagement	Students should be scheduled for language lab 2xs a week. The students will go to a computer lab or use laptops individually to engage in their language lab and work at their own pace.
B	Multicultural Engagement	Simultaneously with the program, the students will receive enrichment instruction once a week from a licensed foreign language teacher. This teacher will instruct the students in language and cultural facts within the language of study. Portfolios of the student work from the multicultural instructional experiences should be collected and maintained until the child graduates.
C	Extensions	Students will be able to follow-up with their language instruction after their instructional day by logging onto the program using their username and password. To ensure access to the program, Site licenses in lieu of network software will be purchased so that students can have access to their program in and out of school.
Stage 2: Immersion		By 7 th grade students will be expected to declare a language major. This major will be in one of the four languages experienced in grades 6 th grade. The language should be one where the student has displayed interest and enthusiasm. The student will remain in this language for the duration of their middle school career. The homeroom or language lab teacher will be able to assign grades based on the levels a student has successfully achieved and amount of time spent in the program.
D	Program Engagement	The students should be scheduled to visit the computer lab or use laptops to engage the language program for at least 45 minutes two times a week.
E	Multicultural Engagement	Simultaneously with the program, students will receive immersed language instruction once a week from a native language speaker of the language lab. For example, if the students are engaged in learning Spanish, the language extension lab will be held completely in Spanish while working on cultural studies of Latin countries with a goal of producing a project. Portfolios of the student work from the multicultural instructional experiences should be collected and maintained until the child graduates.

F	Extensions	Students will take a language proficiency test (where available) at the end of 8 th grade in their major language.
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The Rosetta Stone Language Program

The Rosetta Stone language program currently offers twenty-five languages, which are comprised of either four or five levels each. Within each program, teachers have the opportunity to customize programs to ensure that students are engaged in specific tasks or allow students the freedom to complete the program in a scaffolded manner. After completing each unit, the student will automatically engage in an assessment of the unit where a pre-set score must be attained before moving on to the next level. The teacher or school representative has the option of setting a score in any or all areas that they deem appropriate. Within each level there are four units. Within each unit there are five lessons. Each lesson takes a different length of time to complete. The Rosetta Stone organization estimates that it takes approximately 40-60 hours to become proficient in a level. Therefore, the expectation that students attending a school from K-8 will become completely fluent is completely within reason. In fact schools may find that several students will become fluent in two languages before leaving their school.

The Network's Responsibility:

- Write the language consortium into the ARRA grant to fund the Site license and some supplementary materials for the next two school years.
- Work with Rosetta Stone to secure professional development for all participating schools in a train-the-trainer model.
- Reach out to community based organizations that may be a resource for schools for the multicultural activities and authentic exposure to the language being studied and connect them to interested schools.

- Provide constant communication with the schools in terms of grant availability and financial resources for schools to use to enhance their programs.
- Facilitate any itinerant personnel schools decide to share in order to provide students with multicultural enrichment experiences and foreign language credit.
- Provide and maintain a working relationship with the Rosetta Stone representative to ensure proper services and maintenance of the program.

The School's Responsibility:

- Make a financial commitment to sustain the language consortium program in the school after the grant expires in 2012. This may be up to \$10,000 per year after the first two years.
- Commit to scheduling the students to engage in the program during the agreed upon amount of time. Also, if the school is involved in using an itinerant multicultural teacher, the school commits to scheduling the teacher appropriately to ensure the full benefits of sharing a teacher with partner schools.
- Provide a list of students who can be used as a target group and data can be tracked.
- Strongly encourage students and parents to use the parents outside of the school day.
- Provide students with a multicultural instructional experience to match the language lab experience.
- Closely monitor teacher and student use of the program in the school.

- Widely celebrate the successes and efforts in the program via celebratory bulletin boards and/or assembly programs.

Section III. Title III Budget

School: m180 BEDS Code: 310300010180

Allocation Amount: Preliminary Budget 3,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	1800	(Example: 36.8 hours of per session for ESL and General Ed teacher to support ELL Students: 36.8 hours x \$49.89 (current teacher per session rate with fringe) = \$1,800)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	NA	NA
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	1,200	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	NA	NA
Travel		
Other		
TOTAL	3,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school currently serves 10% English language learners. The partners of these students usually cannot speak English. We have a diverse staff who are bilingual and able to interpret for our parent population. For parents who are speaking other languages we have attempted to use the students to translate for their parents. Our secretarial staff ensures that all correspondences are translated into Spanish for parents. PTA meetings are translated by ESL teachers and other bilingual staff. We have had some experience dealing with students who have deaf parents and communicating with these families has been challenging.

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

Major findings included:

- a. Securing a vendor to translate documents into Arabic, Haitian Creole
- b. Purchasing additional translator receivers for large meetings.
- c. Providing PTA meetings in English and Spanish.
- d. Enlist the services of parent volunteers for translation services.

Part B: Strategies and Activities

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

2. Major correspondences to our families will be sent to the general office for translation. Three staff members have been identified for translation services. All documents will be translated and sent home to students via backpacks. Teachers will be encouraged to utilize this service for classroom correspondences as well. Major documents such as the school CEP will be translated by an outside-vendor. Documents must be received by translators 1 week prior to their distribution. Staff will be encouraged to create "tickler files" for annual events to limit repetition of services.
3. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Some the staff of P.S. 180/I.S.M speaks Spanish. We have one teacher who speaks Haitian Creole so we have access to numerous translators on site. We have utilized this method for years. Our deaf parents unfortunately have to rely on an outside vendor to provide service. This limits us in providing immediate feedback. We have also been trained in TTY relay systems in order to communicate via phone.

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

Our school will provide each parent whose primary language is a covered language and who require a language assistance services with written notification of theirs regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services (2) will post in a conspicuous location at or near the primary entrance to our school in each of the covered languages indicating the room/office where a copy of such written notification can be obtained (3) school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers (4) school will obtain from the translation and interpretation unit a translation into such a language of the sign age and forms required pursuant to section vii of Chancellor's Regulation A-663 and shall post and provide such forms.

Hugo Newman College Preparatory School – PS/IS 180M
Translation Services 2010-2011

Identification Process

At registration the parents/guardians of all entering students are required to fill out a Home Language Identification Survey (HLIS). Mayra Negrón, our ESL teacher (NYS Certification in TESOL), informally interviews parents/guardians and assists them in completing the HLIS, providing translation services in Spanish when required (and receiving assistance from other bilingual relatives or adults in the event of a parent/guardian that speaks neither English nor Spanish). Based upon the answers provided on the HLIS Ms. Negrón deems student's eligibility for LAB-R testing. Those who qualify to be LAB-R tested are administered the test by either Ms. Negrón or Barbara Lippman, our school's other full time ESL teacher (NYS Certification in TESOL). In May, our ESL students are administered the NYSESLAT to assess the progression of their English over the past school year.

The parents of those students whose LAB-R scores indicate their eligibility for language services receive program entitlement letters as well as an invitation to attend one of our parent orientation sessions held at the beginning of the school year (September and October). Invitations are sent home with students, and parents/guardians are also informed of these meetings during the morning and/or afternoon as they drop-off and pick-up their children. During these orientations (conducted by the ESL teachers in coordination with the Parent Coordinator), parents/guardians of these students are provided with informative brochures in their native language (when available from the NYCDOE) and are shown the official NYCDOE orientation video in their native language (when available). After a question and answer period regarding the three program options, parents/guardians are asked to fill out the Parent Survey and Program Selection form. Throughout the fall the ESL teachers reach out (letters, telephone calls, individual meetings) to the parents/guardians of students without a completed Parent Survey and Program Selection form. Those students whose forms are never received are automatically enrolled in our ESL program (our school currently does not have a TBE program).

Students are placed in programs in accordance with their parent/guardian's expressed choice on the Parent Survey and Program Selection form filled out during the parent orientation conferences (or by appointment if unable to attend). Parents/guardians may enroll their child in our school's push-in and pull-out ESL program with one of our certified ESL teachers, or they may choose to enroll their child in another local school that provides Bilingual or Dual Language services (a list of those schools is provided during the orientation session). Historically, the majority of parents/guardians have chosen to enroll their children in our ESL program. Based on the Learning Environment Survey over the past three years we have seen that our ESL population is stable. The overwhelming choice by the parents has been a stand alone ESL program. Additionally, the programs that we offer are aligned with parent requests.

Programming and Scheduling Information

At PS/IS180M we have an ESL program consisting of free-standing classes at the Kindergarten level, as well as a combination of push-in and pull-out services in grades one through eight. In all grades ELLs are concentrated heterogeneously in one or two classes per grade. This is done to ensure that all ELL students receive their mandated amount of instructional minutes of ELA and ESL as per CR Part 154.

In Kindergarten, ELLs are placed in one of two free-standing ESL classrooms and receive full-time ESL services with their fully certified ESL classroom teacher. In First Grade ELLs receive push-in services consisting of small guided reading groups lead by a push-in ESL teacher as well as individual instruction with the ESL teacher. Push-in services are also provided during certain content area periods (mathematics and science). In Second Grade ELLs receive both push-in and pull-out services. During push-in services students receive one-to-one or small group instructional support in reading and writing (following the Reading/Writing Workshop and Teachers College Models). During pull-out services students receive additional instruction in content area subjects, with an additional emphasis on supporting phonics and vocabulary development. In Third through Seventh grade students receive push-in services. The activities planned for these students focus on the four modalities of reading, writing, speaking and listening. Many different materials are used as well as a variety of activities to strengthen their skills in English. In addition, an emphasis is placed on comprehension and test taking strategies in preparation for standardized testing.

Across all of the grades ESL trained instructors are provided to students in the classroom during either reading or writing instruction, and at times during content area instruction as well to provide English language support to ELLs. Teachers adapt classroom lessons by scaffolding instruction to make content comprehensible and supporting English language learning through the use visuals, models and multicultural resources.

Students who have tested out of the ESL program are still supported by the licensed ESL instructors as appropriate.

Supplemental materials such as smartboard, oxford dictionary set, and the NYSELAT test preparation material has also been purchased to support student learning.

Professional Development and Support for School Staff

All teachers are informed about the Language Allocation Policy in the school. In addition, every teacher receives copies of their students' NYSELAT scores and are instructed on how to use this data to inform their planning.

All mandated training of ELL and non-ELL staff as it related to Jose P is provided by our Network Team as appropriate.

Parental Involvement

At PS/IS 180M we are in constant communication with the parents of our ELL's throughout the year. Initially when ELLs enter the program an orientation meeting is held in which the parents are informed of the different programs that are offered to their children. Furthermore, parents are kept abreast of all the activities occurring within our school and our community by providing them with information in their language. Parents are also contacted by our parent coordinator, who advises them of current events and provides aid to parents.

Additionally, parent conferences are conducted in the Fall and the Spring of each school year. These meetings focus on program requirements, instructional standards, assessments and school expectations. Translators are provided to these meetings.

Review and Analysis

The assessment tools that are used to support our ESL students are: ECLAS and SRI. This data enables our ESL instructors to focus specifically on skills that individual students need. For example, the typical ESL student at our school scores one to two years below on the initial assessment. This is why we focus our intervention and support services during readers and writers workshop.

Based on the data we have noticed that students are not reaching proficiency in reading and writing; however, they have very strong oral language development.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	406,489	142,043	548,532
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,064	1,421	5485
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,324	*	
4. Enter the anticipated 10% set-aside for Professional Development:	40,648	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The below was review by Parent and Administration during our School Leadership Team Meeting in June of 2010. It will be review again in June of 2011. As per the Department of Education we believe the in the following as it regards Parent Involvement:

- Parents have the right to be given every available opportunity for meaningful participation in their child’s education. Parents have the right to:
- Feel welcome, respected and supported in their school communities
- Be treated with courtesy and respect by all school personnel, and to be accorded all rights without regard to race, color, creed, religion, national sex, gender, age, ethnicity, immigration/citizenship status, marital status, partnership status, sexual orientation, gender identity, disability or economic status
- Participate in regular written or verbal communication with teachers and other school staff and share concerns regarding their child’s academic, social and behavioral progress
- Visit their child’s school during open school week
- Meet with their child’s teachers and principal in accordance with established procedures
- Participate in meaningful and productive parent-teacher conferences to discuss their child’s progress in school and have access to other school staff, as appropriate, throughout the school year to discuss concerns

- Be informed on a regular basis, both informally and through formal progress reports, of their child's academic and behavioral progress in school
- Due process as set forth in Chancellor's Regulation A-443 and the Discipline Code when their child is subject to discipline
- Be accompanied by a friend, advisor, or interpreter at hearings, conferences, interviews and other meetings concerning their child in accordance with established procedures without pre-approval from staff or school administration
- Have Hugo Newman school staff make every reasonable attempt to ensure that parents receive important notices from the school, including notices about parent-teacher conferences, open school week, school Leadership Team meetings, parent association meetings, CEC meetings, etc.
- Be a member of the parent or parent-teacher association

**Hugo Newman College Preparatory School – P. S./I.S. 180M
School Compact**

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate our students to learn.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful daily homework assignments to reinforce and extend learning (30 min. for grades 1-3, 45 min. for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make accessible and welcoming places for families, which help each student achieve the school's high academic standards.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.

- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability.

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read for at least 20 minutes every day.
- Ensure that my child attends school every day on time, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child’s progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent’s Signature _____ Student’s Signature _____ Teacher’s Signature _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See school narrative page 6 and needs assessment on page 12

3. Instruction by highly qualified staff.

See NCLB requirements

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Appendix 1 and Description of Academic Intervention

See Section IV Needs Assessment

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Hugo Newman College Preparatory School engages in the following activities to attract high-qualified teacher by:

- a. Participating in citywide job fairs and citywide teacher recruitment efforts
- b. Partnering with local colleges and universities education departments to an effort to recruit recent college graduates
- c. Empowering staff to recommend and recruit potential staff

6. Strategies to increase parental involvement through means such as family literacy services.

Hugo Newman College Preparatory School uses the following strategies to increase parental involvement:

- Parent coordinator does an needs assessment of parents in September during PTA meeting
- Parent coordinator develops plan of support based on data from the needs assessment in collaboration with the SLT
- Monthly activities and literacy rallies are planned throughout the year to promote family literacy services

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Hugo Newman has set-up a partnership with its community based preschool program to ensure that there is a smooth transition to our school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Needs Assessment Section IV

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Appendix 1 and Description of Academic Intervention

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Refer to CFN and CSD # 3 CEP

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			406,489	✓	Page 37
Title I, Part A (ARRA)	Federal	✓			142,043	✓	Page 37
Title II, Part A	Federal	NA			NA	NA	NA
Title III, Part A	Federal	✓			15,000	✓	Page 31
Title IV	Federal	NA			NA	NA	NA
IDEA	Federal	NA		NA	NA	NA	NA
Part D: TITLE I TARGETED ASSISTANCE SCHOOLS							
Tax Levy	Local	✓			2,334,109	✓	Pages 6-48

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

See annual school goals page 17

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

See school narrative page 6 and needs assessment on page 12

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: In good standing **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 180 Hugo Newman					
District:	3	DBN:	03M180	School		310300010180

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	72	72		93.4	93.1	93.6
Kindergarten	79	79	79				
Grade 1	85	81	76	Student Stability - % of Enrollment:			
Grade 2	79	80	82	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	83	73	76		95.6	94.1	97.0
Grade 4	75	83	86				
Grade 5	65	72	70	Poverty Rate - % of Enrollment:			
Grade 6	22	25	28	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	20	25	26		74.0	82.6	82.5
Grade 8	21	22	23				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	14	13
Grade 12	0	0	0				
Ungraded	0	4	6	Recent Immigrants - Total Number:			
Total	601	616	624	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	5	8	12	Principal Suspensions	3	6	6
# in Collaborative Team Teaching (CTT) Classes	25	29	20	Superintendent Suspensions	0	10	8
Number all others	21	21	22				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	51	51	52
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	9
# receiving ESL services only	49	54	TBD				
# ELLs with IEPs	0	7	TBD	Number of Educational Paraprofessionals	3	3	7

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	64.7	70.6	84.6
				% more than 5 years teaching anywhere	49.0	54.9	53.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	80.0	80.8
American Indian or Alaska Native	0.3	0.3	0.8	% core classes taught by "highly qualified" teachers	98.1	98.2	97.9
Black or African American	75.7	69.6	63.9				
Hispanic or Latino	21.3	24.7	22.6				
Asian or Native Hawaiian/Other Pacific	0.8	0.8	1.4				
White	1.7	3.7	5.6				
Male	46.4	49.8	50.8				
Female	53.6	50.2	49.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	15.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
School Year 2010-2011**

Form TIII – A (1)(a)

Region 10 CSD 03 School Building 180
Grade Level(s) PreK -8 Number of Students to be Served: 57 LEP Non-LEP
Number of Teachers 2 other Staff (Specify)

**School Building Instructional Program/Professional Development Overview
Title III, Part A LEP Program**

Language Instruction Program

At P.S./I.S. 180M we have an ESL program, which consists of both push in and pull out services. In Kindergarten the students receive both pull out and push in services. In the pull out service the focus is primarily on writing and read alouds with accountable talk. In the push in service the ESL teacher give additional support in reading through guided reading, one on one instruction and conferencing.

In first grade and second grade the ELL’s receive push in services which consists of guided reading groups lead by the ESL teacher as well as one on one instructions and conferencing. Push-in services are also provided for phonics and work study. First grade and second students who need additional support are also pulled out in small groups and are given instruction in area in which they need more support.

In third through fifth grade the students also receive push-in services. The activities planned for these students focus on the four modalities of reading, writing, speaking and listening. Many different materials are used as well as a variety of activities to strengthen their skills in English in collaboration with that students’ homeroom teacher. In addition, an emphasis is placed on comprehension and test taking strategies since these grades all have to take standardized test. As a result, we will also provide supplemental afterschool services for ELL students to extend their learning twice a week. These services will be provided by our licensed ESL teachers.

Professional Development Program

All personnel at the school take an active role with the ELL’s to begin with, all teacher are informed and knowledgeable about the Language Allocation Policy in the school. All teachers are welcome and encouraged to attend the Language allocation committee meetings. In addition, every teacher receives copies of the NYSESLAT scores and is informed about the importance of the scores and how it relates to them so that they can plan accordingly and differentiate instruction to best suit the needs of their students. Teachers also receive professional development about the scores and the ESL program and teachers can voice any questions or concerns they have. Furthermore, all teachers will receive ongoing professional development from an ESL specialist from Rigby so that they can learn how to incorporate ESL strategies and techniques into their classroom and modify their lessons. This will also give them the opportunity to ask questions and observe what teaching English looks like in a push in and pull out environment.

Professional development dates and PD will be provided to our staff for the improving of ELL instruction beginning in September 2009 and ending in March 2010. The topics that are covered are:

- Who is the ELL Learner?
- How can you more effectively work with the ESL teacher in the push in model?
- How do we differentiate instruction for ELL Learners?
- How can we better assess the ELL Learner?
- How do we build ELL students vocabulary?

Parental Involvement/Engagement

At P.S./IS 180M we are in constant communication with the parents of our ELL's throughout the year. Initially when our ELL's enter the program we have an orientation meeting in which the parents are informed about the different programs that are offered for their children. In addition, parents are able to ask questions about the programs and voice any concerns that they might have. Furthermore, we try to keep the parents abreast of all the activities occurring in our school and the community by providing them with information in their language. The parents are in contact with our parent coordinator who advises them on the current events and aids them in any that she can.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 03	School Number 180	School Name Hugo Newman
Principal Dr. Peter L. McFarlane, Ed.D.		Assistant Principal Lana Fleming	
Coach Maureen Goetz		Coach Carolyn Montalto	
Teacher/Subject Area Mayra Negron/ESL		Guidance Counselor Carlos Ortiz	
Teacher/Subject Area Barbara Lippman/ESL		Parent Mrs. Roszetter McClain	
Teacher/Subject Area Kelly Commerford		Parent Coordinator Khadyjah Wilson	
Related Service Provider Esther Love-Hassell		Other type here	
Network Leader Mr. Lucius Young		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	625	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	7.84%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At registration the parents/guardians of all entering students are required to fill out a Home Language Identification Survey (HLIS). Mayra Negrón, our ESL teacher (NYS Certification in TESOL), informally interviews parents/guardians and assists them in completing the HLIS, providing translation services in Spanish when required (and receiving assistance from other bilingual relatives or adults in the event of a parent/guardian that speaks neither English nor Spanish). Based upon the answers provided on the HLIS Ms. Negrón deems student's eligibility for LAB-R testing. Those who qualify to be LAB-R tested are administered the test by either Ms. Negrón or Barbara Lippman, our school's other full time ESL teacher (NYS Certification in TESOL). In May, our ESL students are administered the NYSESLAT to assess the progression of their English language skills over the past school year.

The parents of those students whose LAB-R scores indicate their eligibility for language services receive program entitlement letters as well as an invitation to attend one of our parent orientation sessions held at the beginning of the school year (One in September and another in October). Invitations are sent home with students, and parents/guardians are also informed of these meetings during the morning and/or afternoon as they drop-off and pick-up their children. During these orientations (conducted by the ESL teachers in coordination with the Parent Coordinator), parents/guardians of these students are provided with informative brochures in their native language (when available from the NYCDOE) and are shown the official NYCDOE orientation video in their native language (when available). After a question and answer period regarding the three program options, parents/guardians are asked to fill out the Parent Survey and Program Selection form.

Throughout the fall the ESL teachers reach out (letters, telephone calls, individual meetings) to the parents/guardians of students without a completed Parent Survey and Program Selection form. Those students whose forms are never received are automatically enrolled in our ESL program (our school currently does not have a TBE program). Otherwise students are placed in programs in accordance with their parent/guardian's expressed choice on the Parent Survey and Program Selection form filled out during the parent orientation conferences (or by appointment if: 1. unable to attend or 2. if a student enrolls at the school after the October orientation). Parents/guardians may enroll their child in our school's push-in and pull-out ESL program with one of our certified ESL teachers, or they may choose to enroll their child in another local school that provides Bilingual or Dual Language services (a list of those schools is provided during the orientation session). Historically, the vast majority of parents/guardians have chosen to enroll their children in our ESL program. Based on the Learning Environment Survey over the past three years we have seen that our ESL population is stable. The overwhelming choice by the parents has been a stand alone ESL program. Additionally, the programs that we offer are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K	1	2	3	4	5	
6	7	8	9	10	11	12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained									0	0	0	0	0	0
Push-In	2	3	2	2	2	2	1	1	0	0	0	0	0	17
Total	2	3	2	2	2	4	1	1	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	39	0	4	9	0	2	1	0	1	49
Total	39	0	4	9	0	2	1	0	1	49

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	5	5	6	1	3	1	1	0					29
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic	1				1									2
Haitian														0
French	1	3	2											6
Korean														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other	1	1	4	1	3	1								11
TOTAL	10	9	11	7	6	4	1	1	0	0	0	0	0	49

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

At PS/IS180M we have an ESL program consisting of a combination of push-in and pull-out services in grades one through seven (there are no ELLs in our grade 8). All attempts are made to concentrate ELLs heterogeneously in one or two classes per grade. This is done to ensure that all ELL students receive their mandated amount of instructional minutes of ELA and ESL as per CR Part 154.

In Kindergarten, First and Second Grade ELLs receive push-in services consisting of small guided reading or writing groups lead by a push-in ESL teacher as well as individual instruction with the ESL teacher. Push-in services are also provided during certain content area periods (mathematics and word study). In addition small group pull-out services are provided to students in grades K-2 who demonstrate specific needs, such as in vocabulary or writing. During push-in services students receive one-to-one or small group instructional support in reading and writing (following the Reading/Writing Workshop and Teachers College Models). During pull-out services students receive additional instruction in content area subjects, with an additional emphasis on supporting phonics and vocabulary development.

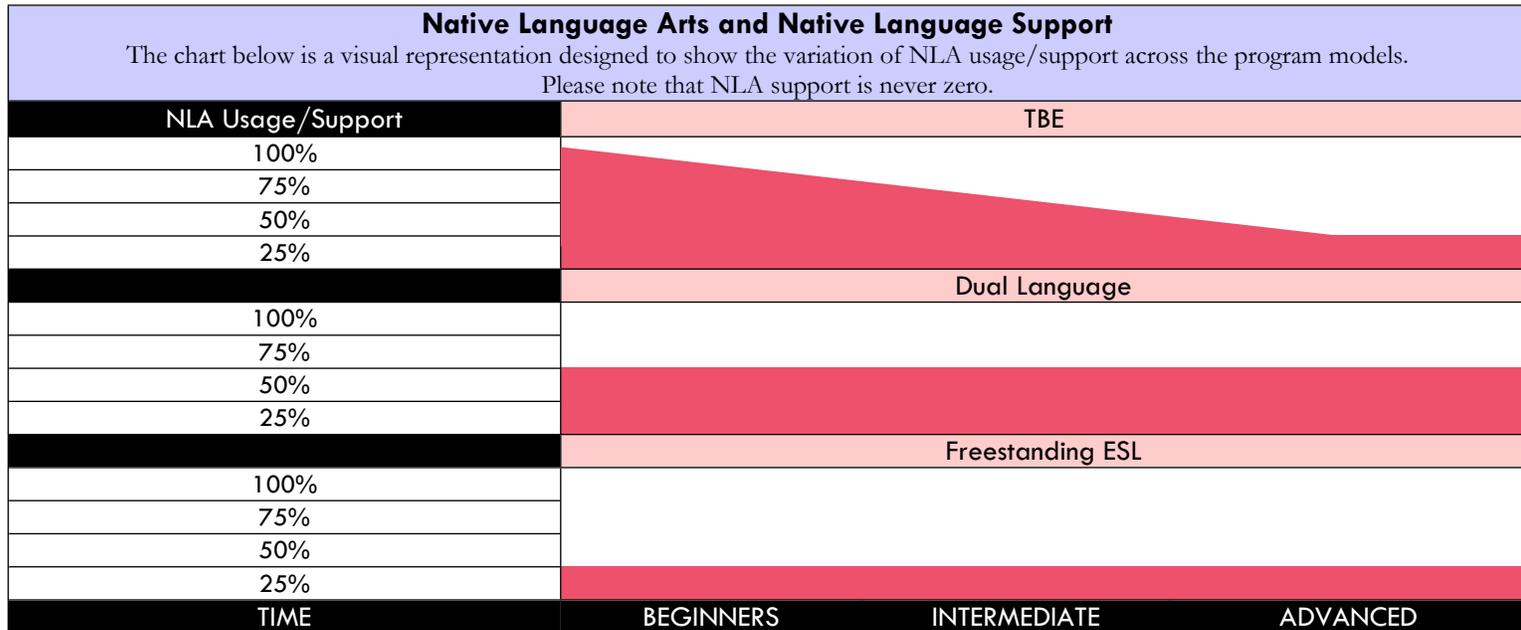
In Third through Seventh grade students receive push-in services. The activities planned for these students focus on the four modalities of reading, writing, speaking and listening. Many different materials are used as well as a variety of activities to strengthen their skills in English. In addition, an emphasis is placed on comprehension and test taking strategies in preparation for standardized testing.

In the event of SIFE students (we have not had any in the recent past), a conference between school officials and teachers would be called in order to develop an instructional support plan for the student that will address his/her individual needs. Newcomers receive ESL push-in services with a certified ESL teacher as well as receiving pull-out vocabulary development instruction with a certified ESL teacher. Newcomers also receive native language support via bilingual alphabet charts and dictionaries, and access to books in their native language and/or reflective of their native culture. For ELLs in their 4th-6th year of service as well as long term ELLs, we have historically

found that their greatest needs are in developing their reading and writing skills in English. These students will receive additional ELA, ESL and test prep services from a certified ESL teacher in a small group setting. For special needs ELLs, the ESL teacher sets out specific goals for the student on their IEP. The ESL instructor also attends all conferences of the IEP team.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Across all of the grades ESL trained instructors are providing support services in English to students in the classroom during either reading or writing instruction, and at times during math and other content area instruction to provide English language support to ELLs. Teachers adapt classroom lessons by scaffolding instruction to make content comprehensible and supporting English language learning through the use of visuals, models and multicultural resources. Before and during the beginning of the school year, newly enrolled ELLs are placed in one of our Free Standing ESL classes in order to ensure access to the ESL program supports. All ELLs fully participate in all school programs. Translation and interpretation services are available, as well as additional tutoring sessions/programs on an as needed basis.

Students who have tested out of the ESL program are still supported by a licensed ESL instructor as appropriate. Supplemental materials such as smartboard, computer access, an Oxford dictionary set, and the NYSELAT test preparation material have also been provided to support student learning. For students in the ESL program, native language support is provided having native language books, dictionaries, charts and flashcards available for teacher and student use. Required services, supports and resources correspond to ELLs' ages and grade levels.

During the current school year P.S. 180 began participating in the Language Consortium, a program that uses Rosetta Stone software in our computer labs to expose, enhance and support world language learning throughout our school community. ELLs, in particular Beginner Newcomers, receive additional usage time with the English language lessons. As language electives, all students, including ELLs are given the choice of studying Spanish, French, Mandarin or Italian using Rosetta Stone.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers are informed about the Language Allocation Policy in the school. In addition, every teacher receives copies of their students' NYSESLAT scores and are instructed on how to use this data to inform their planning. ESL teachers work with teachers and staff on all grade levels to help students transition from grade to grade as well as from elementary to middle school. All mandated training of ELL and non-ELL staff as it related to Jose P is provided by our Network Team.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At PS/IS 180M we are in constant communication with the parents of our ELL's throughout the year. Initially when ELLs enter the program an orientation meeting is held in which the parents are informed of the different programs that are offered to their children. Furthermore, parents are kept abreast of all the activities occurring within our school and our community by providing them with information in their language. Parents are also contacted by our parent coordinator, who advises them of current events (such as NYCDOE parent workshops) and provides aid to parents. Additionally, parent conferences are conducted in the Fall and the Spring of each school year. These meetings focus on program requirements, instructional standards, assessments and school expectations. Translators are provided at these meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	5	1	1	0	0	0	0						13
Intermediate(I)	0	3	2	5	0	1	0	0						11
Advanced (A)	4	1	8	1	6	3	1	1						25
Total	10	9	11	7	6	4	1	1	0	0	0	0	0	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	0	0	0				
	I	0	1	0	0	0	0	0	0	0				
	A	0	2	3	1	2	0	0	1	0				
	P	1	4	7	5	3	4	1	0	0				
READING/ WRITING	B	1	3	0	0	0	0	0	0	0				
	I	0	4	3	5	0	1	0	0	0				

	A	0	0	5	1	5	3	1	0	0				
	P	0	0	2	0	0	0	0	1	0				

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

NYS Math										
Grade	Level 1		Level 2		Level 3		Level 4		Total	
	English	NL	English	NL	English	NL	English	NL		
3	0	0	4	0	0	0	2	0	6	
4	0	0	3	0	1	0	0	0	4	
5	0	0	1	0	0	0	0	0	1	
6	0	0	0	0	1	0	0	0	1	
7	0	0	0	0	0	0	0	0	0	
8									0	
NYSAA Bilingual Spe Ed									0	

NYS Science										
	Level 1		Level 2		Level 3		Level 4		Total	
	English	NL	English	NL	English	NL	English	NL		
4	0	0	2	0	2	0	0	0	4	
8	0								0	
NYSAA Bilingual Spe Ed									0	

NYS Social Studies										
	Level 1		Level 2		Level 3		Level 4		Total	
	English	NL	English	NL	English	NL	English	NL		
5	0	0	1	0					1	
8									0	
NYSAA Bilingual Spe Ed									0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The assessment tools that are used to support our ESL students are: ECLAS and SRI. This data enables our ESL instructors to focus specifically on skills that individual students need. For example, the typical ESL student at our school scores one to two years below grade level on the initial ELA assessments, which is consistent with the lower proficiency scores they receive on Reading and Writing modalities of the NYSESLAT (Based on the data we have noticed that students are not reaching proficiency in reading and writing; however, they have very strong oral language development) . This is why we focus our intervention and support services during readers and writers workshop. We evaluate the success of our ELL programs using state, as well as teacher created, assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		