



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HUGO NEWMAN COLLEGE PREPARATORY SCHOOL – PS/IS180

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M180

PRINCIPAL: DR. PETER L. MCFARLANE **EMAIL:** PMCFARL@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. ESTHER KLEIN FRIEDMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dr. Peter L. McFarlane	*Principal or Designee	
Ms. Brenda Davis	*UFT Chapter Leader or Designee	
Mrs. Carmen Reyes	*PA/PTA President or Designated Co-President	
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	
Michelle Timmons	Member/Parent	
Rosezeter McClain	Member/Parent	
Molley Mills	Member/Parent	
Anthony Rainey	Member/Parent	
Nancy Finchum	Member/Teacher	
Susanna Pena	Member/Teacher	
Susan West	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - The Hugo Newman College Preparatory School – PS/IS 180 will increase student academic performance between 1-5 percentage points in reading and mathematics on the New York State Education Department’s Spring 2012 administration of the SED exam. More specifically, grades 3-8.

Comprehensive needs assessment

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

As per the New York State Department of Education expectation all school in New York State must meet their Annual Yearly Progress Targets. As a result, each year school must improve in order to meet these targets. Therefore, the entire school community is committed to meeting these goals in reading and mathematics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Receive 17 days of PD from Teachers College Reading and Writing Project
 - Receive calendar day training (as appropriate)
 - Participate in internal and external intervisitations and PD opportunities that are differentiated based on teacher need and request
 - Our school will provide as per budgetary constraints:
 - On-going training for staff for the implementation of instructional strategies for improving literacy
 - Participate a daily school-wide Balanced Literacy Program that will encompass the integration of reading strategies throughout the curriculum
 - Participate as per funding availability a Saturday Institute and Extended Day Program for all students

All teachers of mathematics at our school will as per budgetary constraints allow will:

- Receive staff development in constructivism/problem solving to reinforce mathematical concepts taught.
- Provide test taking skills practice as appropriate using Everyday Mathematics
- Continue a 50 to 60 minute Mathematics block
- Continue to utilize and improve our school –wide diagnostic assessment in mathematics

b) staff and other resources used to implement these strategies/activities,
All staff will participate and TL instructional and Title I SWP monies will be used to support this effort

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

This focus was developed and determined by the Exceptional Child Committee (ECC) that is composed of 10 teachers in PreK-8 who have been working together in an inquiry group guiding school wide professional development over the past (4) years.

d) timeline for implementation.

August 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following strategies will be used to increase parental involvement by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; through the use of Engrade
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; during our school Open House in September of 2011 and ongoing communications with parent during monthly PTA meeting, SLT meeting and Engrade
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; with the use of Engrade and the parent coordinator
- providing assistance to parents in understanding City, State and Federal standards and assessments; with the use of Engrade, ARIS parent link and our parent coordinator

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

100% of instructional staff is currently highly qualified and our schools work around frequent observations with actionable feedback – attracts and maintains HQTs

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All Federal, State and local services, including programs supported under NCLB are being coordinated by our School Leadership Team whose purpose is to monitor, update and modify as appropriate our Comprehensive Education Plan. (CEP)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Restructuring of the School Leadership Team to empower staff through core team work to have a greater voice in schoolwide decision making by.

- Hiring External facilitators (Support Japanese Lesson Study)
- SBO Approval for PD time and ½ day request of Tweed
- Using Contract for Excellence Allocation To reduce class size in grades 3- 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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Using the vehicle of Japanese Lesson Study over the next two years and beyond to help teachers discern more effective and less effective teaching strategies that will have a positive impact on students learning and achievement

Comprehensive needs assessment

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

In order to improve class instruction throughout our school Japanese Lesson Study a long-standing Japanese practice as described by Lewis and Tsuchida in "A Lesson is Like a Swiftly Flowing River: How Research Lesson improve Japanese Education" (American Educator, 1998) and by Stigler and Hiebert in the Teaching Gap (Simon and Schuster, 1999), in which teacher research teams work together to plan, teach, observe and analyze research lesson for the purpose of extending teacher knowledge to support student achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,

All teaching staff will be involved in lesson study cycles, Teacher researchers within each grade level or subject area will plan a research lesson for their students, anticipating student responses and considering the many factors that can affect a lesson’s success. They then methodically observe the students as one of the group members teaches the lesson, gathering evidence about the students’ engagement and learning for the purpose of better understanding the relationship between teacher actions and student response.

- staff and other resources used to implement these strategies/activities,

All staff will participate and TL instructional and Title I SWP monies will be used to support this effort

- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

This focus was developed and determined by the Exceptional Child Committee (ECC) that is composed of 10 teachers in PreK-8 who have been working together in an inquiry group guiding school wide professional development over the past (4) years.

- timeline for implementation. (See below)

Schedule of Workshops and Training with on site Staff Developer

Staff Meeting Number	Japanese Lesson Study Cycle	Cycles Dates	Grades Receiving PD in Morning	Grades Receiving PD in Afternoon	Tentative Debrief with Staff Developers
1	1	October 12 th and 13 th	Grades 3 & 4	Grade 1	Study Hall – 428 3:30 p.m. – 4:30 p.m.
2	1	February 29 th and March 1 st	5 th Grade + Simmonds, Caro, Guerrero & Ortiz	PreK & K Haiman, Scheiner, & Robinson-Darby	Study Hall – 428 3:30 p.m. – 4:30 p.m.

3	1	May 30 th and 31 st	Middle School Pagan- Martinez, Carroll & McGarry	Grade 2 Duguan, White & Negrón	Study Hall – 428 3:30 p.m. – 4:30 p.m.
---	---	--	--	---	---

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following strategies will be used to increase parental involvement by:

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

100% of instructional staff is currently highly qualified and our schools work around frequent observations with actionable feedback – attracts and maintains HQTs

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All Federal, State and local services, including programs supported under NCLB are being coordinated by our School Leadership Team whose purpose is to

monitor, update and modify as appropriate our Comprehensive Education Plan. (CEP)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Restructuring of the School Leadership Team to empower staff through core team work to have a greater voice in schoolwide decision making by.

- Hiring External facilitators (Support Japanese Lesson Study)
- SBO Approval for PD time and ½ day request of Tweed
- Using Contract for Excellence Allocation To reduce class size in grades 3- 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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To improve teacher effectiveness by developing a shared understanding of instructional excellence by giving more frequent feedback to teachers using a research-based methodology

Comprehensive needs assessment

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

In order to improve teacher effectiveness and to increase student achievement it has been determined by the New York City Department of Education that developing a shared understanding of instructional excellence through consistent teacher feedback will support school wide learning and student achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

- Teachers will self assess (reflect) on selected components of a research based rubric
- School leaders will set-up a schedule for teacher observation and feedback using a research based rubric

b) staff and other resources used to implement these strategies/activities,

All staff will participate and TL instructional and Title I SWP monies will be used to support this effort

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

This focus was developed and determined by the Exceptional Child Committee (ECC) that is composed of 10 teachers in PreK-8 who have been working together in an inquiry group guiding school wide professional development over the past (4) years.

d) timeline for implementation.

August 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following strategies will be used to increase parental involvement by:

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

100% of instructional staff is currently highly qualified and our schools work around frequent observations with actionable feedback – attracts and maintains HQTs

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All Federal, State and local services, including programs supported under NCLB are being coordinated by our School Leadership Team whose purpose is to monitor, update and modify as appropriate our Comprehensive Education Plan. (CEP)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Restructuring of the School Leadership Team to empower staff through core team work to have a greater voice in schoolwide decision making by.

- Hiring External facilitators (Support Japanese Lesson Study)
- SBO Approval for PD time and ½ day request of Tweed
- Using Contract for Excellence Allocation To reduce class size in grades 3- 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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Continue our core curriculum planning work to foster curricular alignment for Grades PreK-8 using the lens of differentiated instruction with the goal that each grade level team will complete one authentic project based assessment in reading and mathematics which is connected to the Department of Education's citywide expectation surrounding utilizing the Common Core Learning Standards

Comprehensive needs assessment

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

New York City Department of Education city wide expectation of all New York City Schools.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Reduction of class size in all grades so that the average class size is 20 or less
 - Providing professional development in the area of instructional differentiation and the alignment of the Common Core Standards
 - Providing more time for teachers to use the data to better plan and meet students needs applying for (6) approved ½ days so grade level teacher team have time to plan and develop their performance based assessment
 - b) staff and other resources used to implement these strategies/activities,

All staff will participate and TL instructional and Title I SWP monies will be used to support this effort

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

This focus was developed and determined by the Exceptional Child Committee (ECC) that is composed of 10 teachers in PreK-8 who have been working together in an inquiry group guiding school wide professional development over the past (4) years.

- d) timeline for implementation.

August 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

100% of instructional staff is currently highly qualified and our schools work around frequent observations with actionable feedback – attracts and maintains HQTs

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All Federal, State and local services, including programs supported under NCLB are being coordinated by our School Leadership Team whose purpose is to monitor, update and modify as appropriate our Comprehensive Education Plan. (CEP)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Restructuring of the School Leadership Team to empower staff through core team work to have a greater voice in schoolwide decision making by.

- Hiring External facilitators (Support Japanese Lesson Study)
- SBO Approval for PD time and ½ day request of Tweed
- Using Contract for Excellence Allocation To reduce class size in grades 3- 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

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<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”
Mathematics	<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”
Science	<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”
Social Studies	<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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Gohl/Lucius Young	District 03	Borough Manhattan	School Number 180
School Name Hugo Newman College Preparatory School			

B. Language Allocation Policy Team Composition [?](#)

Principal Dr. Peter L. McFarlane, Ed.D.	Assistant Principal Kayrol Burgess-Harper
Coach None	Coach None
ESL Teacher Mayra Negron/ESL	Guidance Counselor Carlos Ortiz
Teacher/Subject Area Carolyn Dugan/SETSS	Parent type here
Teacher/Subject Area type here	Parent Coordinator Khadyjah Wilson
Related Service Provider Cindy Caro/ Speech & Language	Other type here
Network Leader Lucius Young	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	630	Total Number of ELLs	40	ELLs as share of total student population (%)	6.35%
------------------------------------	------------	----------------------	-----------	---	--------------

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.
5. 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.)
6. 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. 

1. 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 the student's eligibility for LAB-R testing. Those who qualify to be LAB-R tested are administered the test by Ms. Negrón. Before the spring administration of the NYSESLAT, our ESL teacher Ms. Negrón prints the RLER from ATS in order to confirm which students are eligible to be tested with the NYSESLAT in order to assess the progression of their English language skills over the past school year. Ms. Negrón then proceeds to create a NYSESLAT testing schedule that includes all NYSESLAT eligible students and all four components of the NYSESLAT. During the testing period make-ups are scheduled and administered as needed to ensure that all eligible students complete all four NYSESLAT components.

2. The parents/guardians of those students whose LAB-R score indicates their eligibility for language services receive program entitlement letters. Upon receiving the program entitlement letter, Ms. Negrón makes an appointment with said parents/guardians within ten days of the child's enrollment in order to conduct an individual parent orientation session. During this session the parent/guardian is provided with informative brochures in their native language (when available from the NYCDOE), is shown the official NYCDOE orientation video in their native language (when available), and receives further clarification and information from Ms. Negrón regarding the three program choices available to their child within the NYCDOE. 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 indicating their first program choice for their child.

3. 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. Until contact is made ELL are placed in our school's ESL program, as our school currently have neither the population numbers or the parent requests required for a TBE program as per CR Part 154.

4. 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. Our school maintains all copies of the Parent Survey and Program Selection Form to document parent choice. Parents/guardians may enroll their child in our school's ESL program, which consists of our certified ESL teacher, Ms. Negrón, pushing-in to designated ESL classes on each grade level and providing ESL services in class with native language supports when beneficial/necessary. Parents receive welcome letters in English and Spanish created Ms. Negrón informing them of their child's program placement, schedule and Ms. Negrón's contact information (email/telephone).

5. Historically, over 90% of parents/guardians have chosen to enroll their child in our ESL program as their first choice.

6. 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. Therefore, 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1	0	0	1					7
Total	1	1	1	1	1	1	0	0	1	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	8	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	27	0	4	8	0	2	1	0	0	36
Total	27	0	4	8	0	2	1	0	0	36

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

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	3	3	6	1	0	0	1					22
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic	1					1								2
Haitian														0
French			1	2		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1	1	1	1			1					7
TOTAL	8	4	5	6	7	4	0	0	2	0	0	0	0	36

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. At PS/IS 180M we have an ESL program consisting of a combination of push-in and pull-out services in grades Kindergarten through Eight (there are no ELLs in our grades 6 and 7). The ELLs are grouped into two classes on each grade. The ESL teacher, Ms. Negrón, collaborates with the classroom teachers to differentiate and scaffold instruction for the ELLs in the classroom. Ms. Negrón pushes into the ELL classrooms daily to support the ELLs in their classroom learning by scaffolding the instruction with the use of ELL methodologies such as using manipulatives, visuals and realia; creating and utilizing graphic organizers; instructing students in the use of flashcards; picture dictionaries and glossaries; use of the native language and native language materials when appropriate, and modified language or extended explanations when necessary. Pull-out services are also given by Ms. Negrón to support the specific ELL needs of basic vocabulary development and pronunciation.

1b. Students are grouped heterogeneously by grade.

2. 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.

2a. 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, pronunciation 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.

3. Content area instruction is scaffolded in order to make content comprehensible to enrich language development. Methods used in order to scaffold instruction include but are not limited to creating graphic organizers, visuals, word banks, manipulatives, flashcards, glossaries/dictionaries, sheltered English and differentiated materials and assignments. Instruction is provided in English with native

A. Programming and Scheduling Information

language supports when necessary. In mathematics we use the Everyday Math program, which includes extensive manipulative and visuals to support learning. For science, our classes use FOSS kits, which also incorporate manipulatives and visuals to support learning. For social studies are teachers collaboratively plan the curriculum in alignment with the Common Core Standards, and collect and create support materials such as realia, manipulative, visuals and graphic organizers to make content comprehensible to enrich language development.

4. ELLs are assessed appropriately in their native language using a variety of methods, including but not limited to oral language assessment in the native language with a pedagog and translator if necessary, literacy assessment using native language books and matierals (those currently available as well as those found during our continual research and outreach).

5a. 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.

5b. Newcomers receive ESL push-in services with a certified ESL teacher as well as receiving pull-out vocabulary development and pronunciation instruction with our certified ESL teacher Ms. Negrón. Newcomers also receive native language support via bilingual alphabet charts and dictionaries, and access to books in their native langauge and/or reflective of their native culture. Newcomers also use Rosetta Stone daily to help support their language learning. Ms. Negrón also works with classroom teachers to help differentiate and scaffold classroom instruction for ELLs.

5c/d. 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. These sessions take place during and afterschool as needed. For literacy instruction we utilize the Workshop Model as designed by Teachers College. During Readers and Writers Workshop whole group, small group and individual interventions are used to provide instruction as well as assess and address the needs of the individual student, including our ELLs that need further support with reading and writing in order to achieve proficiency. During Readers Workshop, vocabulary is focused upon as well as comprehension of text and understanding of idiomatic expressions. During non-fiction reading content area vocabulary in social studies, science and mathematics is developed though the use of content theme books, pictorial study cards, content area picture dictionaries, and the creation of graphic organizers.

Read Alouds are emphasized as well as Guided Reading with reading level groupings. Students are tested and then leveled. Data is also collected regarding the students' weaknesses and strengths in reading. This is in conjunction with Columbia University Teachers College Reading Program. As participants of this program our students learn to read increasingly more difficult words by segmenting words and finding the familiar words are letter combinations within the difficult word. The children are also taught to use context to figure out unfamiliar words or vocabulary. Students are stopped at the end of a page and asked to summarize what has happened up to that point in the story. The children also learn to retell and summarize story. As well, they are taught to read with fluency and phrasing. They also learn to analyze their reading by commenting on events or characters found in the reading selection.

Our students learn to make inferences by being encouraged to think about situations that they have experienced that are similar to what happened in the story in order to predict how a character might feel and/or respond. Our children also gain an understanding of a variety of literary features such as a shifting narrative voice. For example, children are asked, "Who is the narrator in this story?", or "Are there any parts in the book where the narrator changes?", or "Let's read this part and think about how this is helping me understand this story?" so as to bring this feature to their attention.

We also teach reading with fluency. The teacher models a segment out loud to make the reading sound smooth. Student follows. We use pictures, stories or personal experiences to help the students make predictions. For example, the teacher would say, "Notice how I make a prediction about what will happen." We have the students integrate sources of information. Students practice retelling and summarizing the story.

Students are also taught to make inferences and show evidence that tells why and how the student has gotten a particular idea from the story. They learn to use parts of words that they know to figure out parts they do not know. Our students are also taught to use context to figure out unfamiliar words or vocabulary. As well, they are taught to analyze the story. Additionally, the teacher shows students how to

A. Programming and Scheduling Information

image a picture of the story in their minds as they are reading in order to increase their understanding of the text..

During Writers Workshop, writing is developed through fiction writing, as well as non-fiction writing in the form of memoir and essay writing. Grammar is focused on with the study of simple versus complex sentence structure, use of correct verb tense and understanding of the possessive.

Columbia University Teachers College model includes usage of the “small moment” in memoir writing, wherein students learn to write in detail about one particular incident. The teacher models how to draft a small moment. In each subsequent “mini lesson” a particular strategy is taught. For example, one mini lesson might be about adjectives that could be employed in a story. Another mini lesson might be about how to use transition words in a story. Another mini lesson would show how a student can connect multiple small moments to make a long story. Stories of each student are kept in folders and evaluated as to level and proficiency. An intensive map has been developed as to how to determine their strengths and weaknesses.

During Word Work an intensive program for ELL students is given to enhance their understanding of the program in place during that period. Phonemic awareness is heightened through recognition of initial, middle and final sounds. Particular emphasis is on th sounds, d/t, s/sh, b/d, v/b and m/n differences. Students are taught placement of tongue and teeth as well as formation of the mouth for each phoneme. For example, in the placement of the th sound we place the tongue between the lips and we aspirate or blow out as we say the sound as in the word, “think”. Students then have dialogues where particular speech is practiced in a role playing format. In addition, the meaning of prefixes and suffixes are determined so that students have a key for new words. An example would be the suffix: ful. This means “alot of” so that if we have a word such as “playful” we can determine that it means ‘a lot of play’ without ever having seen the word before. Verb tense patterns are studied with an emphasis on differences between past tense and past participle formation. Taking the present perfect as an example, students learn to notice where and in what circumstance the present perfect is used in their readings. They keep a sentence glossary of this particular usage. There are “contrast exercises” for the students to see the differences in time between past tense and present perfect.

6. Teachers of ELL-SWD use a variety of instructional strategies and grade level materials in order to provide access to academic content and accelerate English language development for our students. Instruction is differentiated and scaffolded throughout the school day in order to meet the academic needs of our ELL-SWDs. As well, all ELL resources within the school are made available to them, including but not limited to picture dictionaries (Oxford Picture Dictionary for Children for lower grades/levels, Oxford Picture Dictionary for Content Areas for upper grades/levels), ELL software for use on classroom computers and smartboards (Rosetta Stone, Oxford Picture Dictionary for Content Area CD-ROM), study aids (teacher created flashcards), visuals (photographs and drawings collected/taken by teachers) and manipulatives. As previously stated, these materials are regularly adapted by our teachers to the needs and levels of our ELL -

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%	Dual Language		
50%	Dual Language		
25%	Dual Language		
100%	Freestanding ESL		
75%	Freestanding ESL		
50%	Freestanding ESL		
25%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. 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.
 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 10. What new programs or improvements will be considered for the upcoming school year?
 11. What programs/services for ELLs will be discontinued and why?
 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 17. What language electives are offered to ELLs?
8. Across all of the grades and ability levels ESL trained instructors and the ESL teacher are providing support services in English (and the native language when necessary) 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 visuals, models and multicultural resources. In mathematics and science, both the ESL teacher and the out of classroom math and science teachers provide additional support materials and intervention strategies (such as additional manipulatives, visual guides, realia, graphic organizers, differentiated materials) to classroom teachers as needed/requested. Additionally in math, science and social studies teachers plan and strategize cooperatively within each grade and with out of classroom content teachers to create intervention plans to address unique student needs as they arise, including those of ELL of various subgroups.
9. Students who have tested out of the ESL program are still supported by a licensed ESL instructors as appropriate. These students also continue to receive ELL standardized testing accomodation the two years following testing out of services. Former ELLs also continue to have access to ELL resources within our school, and continue to be invited to participate in our Title 3 afterschool programs.
10. For the upcoming school year we are purchasing additional support materials for our ELL classroom, including new dictionary sets, ELL software for use with our smartboards, and native language book baaskets.
11. No programs/services for ELLs will be discontinued.
12. All ELLs fully participate in all school programs. ELLs participate fully in afterschool and extracurricular activities including Sports and Arts in Schools, Lightspan Partnership, Police Athletic League, Annual College Tour, Midori & Friends, American Ballroom Dancing, Studio in the Schools, Beato Yatu African Dance Company, and the Teachers College Technology Partnership.
13. 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 resource correspond to ELLs' ages and grade levels.
14. In our ESL program native language materials and resources (including but not limited to books, flashcards and dictionaries) are used to support student learning as needed and when available. As well, several bilingual/multilingual staff and community members are available to facilitate in the use of our studentss' native language throughout the instructional day.
15. Required services support and resources correspond to ELL's ages and grade levels.
16. 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. Translation and interpretation services are available, as well as additional tutoring sessions/programs on an as needed basis

B. Programming and Scheduling Information--Continued

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

8. Across all of the grades and ability levels ESL trained instructors and the ESL teacher are providing support services in English (and the native language when necessary) 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 visuals, models and multicultural resources. In mathematics and science, both the ESL teacher and the out of classroom math and science teachers provide additional support materials and intervention strategies (such as additional manipulatives, visual guides, realia, graphic organizers, differentiated materials) to classroom teachers as needed/requested. Additionally in math, science and social studies teachers plan and strategize cooperatively within each grade and with out of classroom content teachers to create intervention plans to address unique student needs as they arise, including those of ELL of various subgroups.

9. Students who have tested out of the ESL program are still supported by a licensed ESL instructors as appropriate. These students also continue to receive ELL standardized testing accomodation the two years following testing out of services. Former ELLs also continue to have access to ELL resources within our school, and continue to be invited to participate in our Title 3 afterschool programs.

10. For the upcoming school year we are purchasing additional support materials for our ELL classroom, including new dictionary sets, ELL software for use with our smartboards, and native language book baaskets.

11. No programs/services for ELLs will be discontinued.

12. All ELLs fully participate in all school programs. ELLs participate fully in afterschool and extracurricular activities including Sports and Arts in Schools, Lightspan Partnership, Police Athletic League, Annual College Tour, Midori & Friends, American Ballroom Dancing, Studio in the Schools, Beato Yatu African Dance Company, and the Teachers College Technology Partnership.

13. 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 resource correspond to ELLs' ages and grade levels.

14. In our ESL program native language materials and resources (including but not limited to books, flashcards and dictionaries) are used to support student learning as needed and when available. As well, several bilingual/multilingual staff and community members are available to facilitate in the use of our studentss' native language throughout the instructional day.

15. Required services support and resources correspond to ELL's ages and grade levels.

16. 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. Translation and interpretation services are available, as well as additional tutoring sessions/programs on an as needed basis

17. During the current school year P.S. /I.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

B. Programming and Scheduling Information--Continued

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

8. Across all of the grades and ability levels ESL trained instructors and the ESL teacher are providing support services in English (and the native language when necessary) 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 visuals, models and multicultural resources. In mathematics and science, both the ESL teacher and the out of classroom math and science teachers provide additional support materials and intervention strategies (such as additional manipulatives, visual guides, realia, graphic organizers, differentiated materials) to classroom teachers as needed/requested. Additionally in math, science and social studies teachers plan and strategize cooperatively within each grade and with out of classroom content teachers to create intervention plans to address unique student needs as they arise, including those of ELL of various subgroups.

9. Students who have tested out of the ESL program are still supported by a licensed ESL instructors as appropriate. These students also continue to receive ELL standardized testing accomodation the two years following testing out of services. Former ELLs also continue to have access to ELL resources within our school, and continue to be invited to participate in our Title 3 afterschool programs.

10. For the upcoming school year we are purchasing additional support materials for our ELL classroom, including new dictionary sets, ELL software for use with our smartboards, and native language book baaskets.

11. No programs/services for ELLs will be discontinued.

12. All ELLs fully participate in all school programs. ELLs participate fully in afterschool and extracurricular activities including Sports and Arts in Schools, Lightspan Partnership, Police Athletic League, Annual College Tour, Midori & Friends, American Ballroom Dancing, Studio in the Schools, Beato Yatu African Dance Company, and the Teachers College Technology Partnership.

13. 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 resource correspond to ELLs' ages and grade levels.

14. In our ESL program native language materials and resources (including but not limited to books, flashcards and dictionaries) are used to support student learning as needed and when available. As well, several bilingual/multilingual staff and community members are available to facilitate in the use of our studentss' native language throughout the instructional day.

15. Required services support and resources correspond to ELL's ages and grade levels.

16. 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. Translation and interpretation services are available, as well as additional tutoring sessions/programs on an as needed basis

17. During the current school year P.S. /I.S. 180 began participating in the LanguageConsortium, 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 student,

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

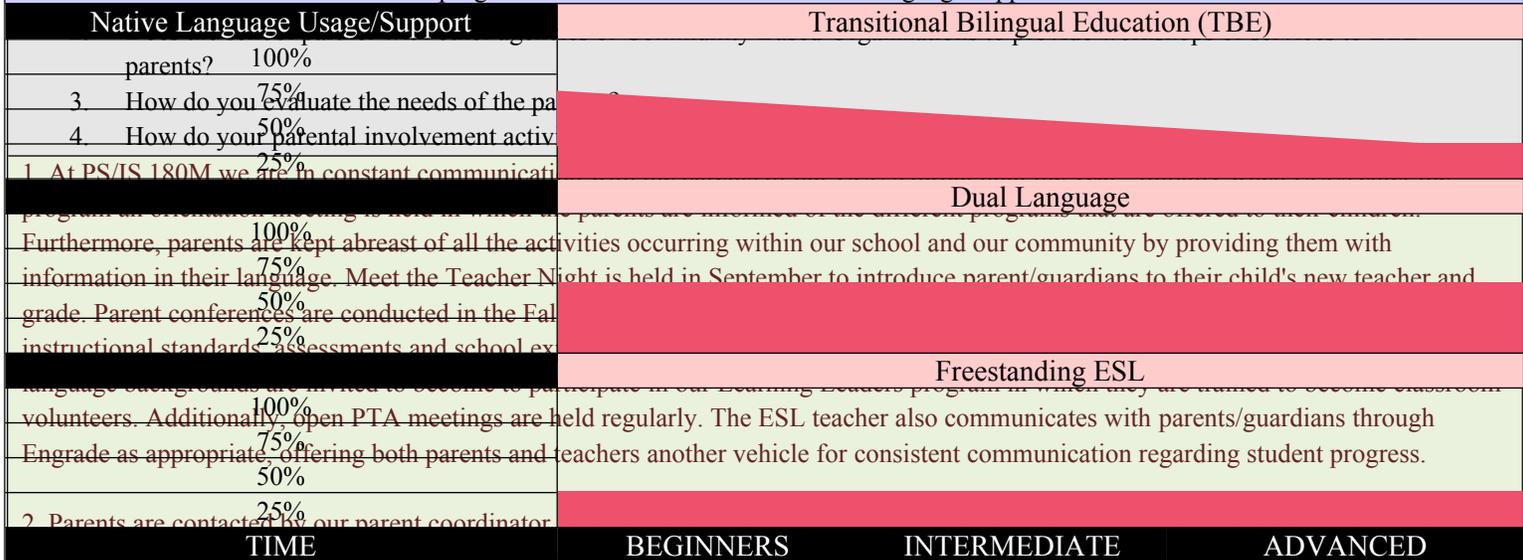
D. Professional Development and Support for School Staff

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.

1. 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.
2. 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.
3. All mandated training of ELL and non-ELL staff as it related to Jose P is provided by our Network Team.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

3. At the beginning of the school year teachers send our welcome letters and parent surveys to their parents in which parents are encouraged to share their needs, questions or concerns. Additionally, Ms. Negrón sends out the official NYCDOE Parents' Preferred Language Form in order to assess the language needs of our parents/guardians. As well, parents fill out the section for their preferred language of communication on the HLIS, copies of which are kept in the child's cumulative file and well as on file with Ms. Negrón, the ESL teacher. This information is also recorded onto ATS and found under the BIOS report. Language forms are collected by Ms. Negrón and the parent coordinator, Ms. Wilson. As well, Ms. Wilson petitions parents as volunteer translators for school events such as Meet the Teacher Night and Parent Teacher conferences. Teachers contact the parent coordinator when they plan to have a parent conference that will require a translator, the the parent coordinator connects then with a parent that can provide the translation.

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?

1. 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. Meet the Teacher Night is held in September to introduce parent/guardians to their child's new teacher and grade. 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. As well, all parents of all language backgrounds are invited to become to participate in our Learning Leaders program in which they are trained to become classroom volunteers. Additionally, open PTA meetings are held regularly. The ESL teacher also communicates with parents/guardians through Engrade as appropriate, offering both parents and teachers another vehicle for consistent communication regarding student progress.

2. Parents are contacted by our parent coordinator, who advises them of current events (such as NYCDOE parent workshops and CBO offerings) and provides aid to parents. For example, this year parents were invited to a Spanish language Bike NYC adult class held at the school, free ESL course held at a local church, and a NYCDOE conference for parents of ELL-SWD. Flyers were provided in English, Spanish and French, and the event contacts could provide further information in any of those three languages.

3. At the beginning of the school year teachers send our welcome letters and parent surveys to their parents in which parents are encouraged to share their needs, questions or concerns. Additionally, Ms. Negrón sends out the official NYCDOE Parents' Preferred Language Form in order to assess the language needs of our parents/guardians. As well, parents fill out the section for their preferred language of communication on the HLIS, copies of which are kept in the child's cumulative file and well as on file with Ms. Negrón, the ESL teacher. This information is also recorded onto ATS and found under the BIOS report. Language forms are collected by Ms. Negrón and the parent coordinator, Ms. Wilson. As well, Ms. Wilson petitions parents as volunteer translators for school events such as Meet the Teacher Night and Parent Teacher conferences. Teachers contact the parent coordinator when they plan to have a parent conference that will require a translator, the the parent coordinator connects then with a parent that can provide the translation.

4. The data collected from our surveys and Parents' Preferred Language Form is used to inform the mode of communication used in the conferences and communications with parents throughout the school year. Throughout the year our parent involvement activities include regular PTA meeting, Jag Dad reading program (any male guardian invited to participate, read aloud sessions held weekly), Learning Learners (our parent volunteer program), school fundraising socials held in local establishments and parent participation during field trips, school celebrations and school assemblies. Bilingual staff and parents provide oral and written translation services in various languages as needed to ensure the full participation of all parents.

B. Programming and Scheduling Information--Continued

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

8. Across all of the grades and ability levels, ESL-trained instructors and the ESL teacher are providing support services in English (and the

B. Programming and Scheduling Information--Continued

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

8. Across all of the grades and ability levels ESL trained instructors and the ESL teacher are providing support services in English (and the native language when necessary) 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 visuals, models and multicultural resources. In mathematics and science, both the ESL teacher and the out of classroom math and science teachers provide additional support materials and intervention strategies (such as additional manipulatives, visual guides, realia, graphic organizers, differentiated materials) to classroom teachers as needed/requested. Additionally in math, science and social studies teachers plan and strategize cooperatively within each grade and with out of classroom content teachers to create intervention plans to address unique student needs as they arise, including those of ELL of various subgroups.

9. Students who have tested out of the ESL program are still supported by a licensed ESL instructors as appropriate. These students also continue to receive ELL standardized testing accomodation the two years following testing out of services. Former ELLs also continue to have access to ELL resources within our school, and continue to be invited to participate in our Title 3 afterschool programs.

10. For the upcoming school year we are purchasing additional support materials for our ELL classroom, including new dictionary sets, ELL software for use with our smartboards, and native language book baaskets.

11. No programs/services for ELLs will be discontinued.

12. All ELLs fully participate in all school programs. ELLs participate fully in afterschool and extracurricular activities including Sports and Arts in Schools, Lightspan Partnership, Police Athletic League, Annual College Tour, Midori & Friends, American Ballroom Dancing, Studio in the Schools, Beato Yatu African Dance Company, and the Teachers College Technology Partnership.

13. 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 resource correspond to ELLs' ages and grade levels.

14. In our ESL program native language materials and resources (including but not limited to books, flashcards and dictionaries) are used to support student learning as needed and when available. As well, several bilingual/multilingual staff and community members are available to facilitate in the use of our studentss' native language throughout the instructional day.

15. Required services support and resources correspond to ELL's ages and grade levels.

16. 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. Translation and interpretation services are available, as well as additional tutoring sessions/programs on an as needed basis

17. During the current school year P.S. /I.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

B. Programming and Scheduling Information--Continued

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

8. Across all of the grades and ability levels ESL trained instructors and the ESL teacher are providing support services in English (and the native language when necessary) 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 visuals, models and multicultural resources. In mathematics and science, both the ESL teacher and the out of classroom math and science teachers provide additional support materials and intervention strategies (such as additional manipulatives, visual guides, realia, graphic organizers, differentiated materials) to classroom teachers as needed/requested. Additionally in math, science and social studies teachers plan and strategize cooperatively within each grade and with out of classroom content teachers to create intervention plans to address unique student needs as they arise, including those of ELL of various subgroups.

9. Students who have tested out of the ESL program are still supported by a licensed ESL instructors as appropriate. These students also continue to receive ELL standardized testing accomodation the two years following testing out of services. Former ELLs also continue to have access to ELL resources within our school, and continue to be invited to participate in our Title 3 afterschool programs.

10. For the upcoming school year we are purchasing additional support materials for our ELL classroom, including new dictionary sets, ELL software for use with our smartboards, and native language book baaskets.

11. No programs/services for ELLs will be discontinued.

12. All ELLs fully participate in all school programs. ELLs participate fully in afterschool and extracurricular activities including Sports and Arts in Schools, Lightspan Partnership, Police Athletic League, Annual College Tour, Midori & Friends, American Ballroom Dancing, Studio in the Schools, Beato Yatu African Dance Company, and the Teachers College Technology Partnership.

13. 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 resource correspond to ELLs' ages and grade levels.

14. In our ESL program native language materials and resources (including but not limited to books, flashcards and dictionaries) are used to support student learning as needed and when available. As well, several bilingual/multilingual staff and community members are available to facilitate in the use of our studentss' native language throughout the instructional day.

15. Required services support and resources correspond to ELL's ages and grade levels.

16. 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. Translation and interpretation services are available, as well as additional tutoring sessions/programs on an as needed basis

17. During the current school year P.S. /I.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 student,

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.

Translation and Interpretation Plans

Part A: Needs Assessment Findings

Upon first registering a child at the school, parents are interviewed by the ESL teacher or trained pedagogue while filling out the HLIS to ensure that it is filled out correctly. HLIS are offered in the apparent native language of the parent. In the event that a parent/guardian requires an interview in a language other than English, we have several staff members and parent volunteers available to translate the interview in Spanish or French. If a parent/guardian speaks a language other than English, Spanish or French, and has not come with an adult bilingual interpreter of their own, the ESL teacher would contact the network in order arrange for translation services as soon as possible. Based on their answers on the HLIS, as well as their expressed communication preferences on the Parents Preferred Language Form, translated versions are provided for all home communications and translators (staff members or parent volunteers) are available for all parent conferences. The language needs of our families are reported to the school community through notation on the student's cumulative file (which also contains the original copy of the HLIS), the language preference noted on the student's emergency card by the parent/guardian, and on ATS under the student's BIOS screen.

Part B: Strategies and Activities

Oral interpretation services will be provided by bilingual school staff and/or parent volunteers at all parent conferences and meetings with the school. Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by using NYCDOE official translations of documents when available (for example, translated report cards, bilingual school signage available for download from the NYC OELL page of the NYC DOE website, translated copies of the Bill of Parents Rights and Responsibilities also found on the NYC DOE website for download) and in house (school staff or parent volunteers) translations of documents otherwise. If written translations are required teachers are to inform the school administration and parent coordinator of this need no less than a week before the document is needed in order to ensure the all written communication is available in the parent's/guardian's preferred language at the time it is needed.

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.

1. 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.
2. 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.
3. 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?

1. 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. Meet the Teacher Night is held in September to introduce parent/guardians to their child's new teacher and grade. 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. As well, all parents of all language backgrounds are invited to become to participate in our Learning Leaders program in which they are trained to become classroom volunteers. Additionally, open PTA meetings are held regularly. The ESL teacher also communicates with parents/guardians through Engrade as appropriate, offering both parents and teachers another vehicle for consistent communication regarding student progress.

2. Parents are contacted by our parent coordinator, who advises them of current events (such as NYCDOE parent workshops and CBO offerings) and provides aid to parents. For example, this year parents were invited to a Spanish language Bike NYC adult class held at the school, free ESL course held at a local church, and a NYCDOE conference for parents of ELL-SWD. Flyers were provided in English, Spanish and French, and the event contacts could provide further information in any of those three languages.

3. At the beginning of the school year teachers send our welcome letters and parent surveys to their parents in which parents are encouraged to share their needs, questions or concerns. Additionally, Ms. Negron sends out the official NYCDOE Parents' Preferred Language Form in order to assess the language needs of our parents/guardians. As well, parents fill out the section for their preferred language of communication on the HLIS, copies of which are kept in the child's cumulative file and well as on file with Ms. Negrón, the ESL teacher. This information is also recorded onto ATS and found under the BIOS report. Language forms are collected by Ms. Negrón and the parent coordinator, Ms. Wilson. As well, Ms. Wilson petitions parents as volunteer translators for school events such as Meet the Teacher Night and Parent Teacher conferences. Teachers contact the parent coordinator when they plan to have a parent conference that will require a translator, the the parent coordinator connects then with a parent that can provide the translation.

4. The data collected from our surveys and Parents' Preferred Language Form is used to inform the mode of communication used in the conferences and communications with parents throughout the school year. Throughout the year our parent involvement activities include regular PTA meeting, Jag Dad reading program (any male guardian invited to participate, read aloud sessions held weekly), Learning Learners (our parent volunteer program), school fundraising socials held in local establishments and parent participation during field trips, school celebrations and school assemblies. Bilingual staff and parents provide oral and written translation services in various languages as needed to ensure the full participation of all parents.

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)	5	3	1	1	2	1			1					14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	1	2	1	2									7
Advanced (A)	2		2	4	3	3			1					15
Total	8	4	5	6	7	4	0	0	2	0	0	0	0	36

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		4	1		5
4		2			2
5					0
6					0
7					0
8		1			1
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	2		3						5
4			1		1				2
5									0
6									0
7									0
8	1								1
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					2				2
8	1								1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

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.

Translation and Interpretation Plans

Part A: Needs Assessment Findings

Upon first registering a child at the school, parents are interviewed by the ESL teacher or trained pedagogue while filling out the HLIS to ensure that it is filled out correctly. HLIS are offered in the apparent native language of the parent. In the event that a parent/guardian requires an interview in a language other than English, we have several staff members and parent volunteers available to translate the interview in Spanish or French. If a parent/guardian speaks a language other than English, Spanish or French, and has not come with an adult bilingual interpreter of their own, the ESL teacher would contact the network in order arrange for translation services as soon as possible. Based on their answers on the HLIS, as well as their expressed communication preferences on the Parents Preferred Language Form, translated versions are provided for all home communications and translators (staff members or parent volunteers) are available for all parent conferences. The language needs of our families are reported to the school community through notation on the student's cumulative file (which also contains the original copy of the HLIS), the language preference noted on the student's emergency card by the parent/guardian, and on ATS under the student's BIOS screen.

Part B: Strategies and Activities

Oral interpretation services will be provided by bilingual school staff and/or parent volunteers at all parent conferences and meetings with the school. Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by using NYCDOE official translations of documents when available (for example, translated report cards, bilingual school signage available for download from the NYC OELL page of the NYC DOE website, translated copies of the Bill of Parents Rights and Responsibilities also found on the NYC DOE website for download) and in house (school staff or parent volunteers) translations of documents otherwise. If written translations are required teachers are to inform the school administration and parent coordinator of this need no less than a week before the document is needed in order to ensure the all written communication is available in the parent's/guardian's preferred language at the time it is needed.

Part VI: LAP Assurances

School Name: <u>Hugo Newman College Preparator</u>			School DBN: <u>03M180</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Peter L. McFarlane, Ed.D.	Principal		10/14/11
Kayrol Burgess-Harper	Assistant Principal		10/14/11
Khadyjah Wilson	Parent Coordinator		10/14/11
Mayra Negrón	ESL Teacher		10/14/11
	Parent		1/1/01
Carolyn Dugan	Teacher/Subject Area		10/14/11
Cindy Caro	Teacher/Subject Area		10/14/11

School Name: Hugo Newman College Preparator

School DBN: 03M180

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
Carlos Ortiz	Guidance Counselor		10/14/11
Lucius Young	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03 School Name: M180

Cluster: 3 Network: 408

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 8% English language learners. The parents of these students usually cannot speak English. We have a diverse bilingual staff that is able to interpret for our parent population. For parents who speak low incidence languages bilingual family members or friends of the parent serve as interpreters. Our secretarial staff ensures that all correspondences are translated into Spanish and French when necessary for parents. PTA meetings are translated by bilingual staff.

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. Enlisting 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.

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.

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

Many P.S./I.S. 180/I.S staff members speak Spanish. We also have some French speakers and a Haitian Creole speaker 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.

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

Our school will provide each parent whose primary language is a covered language and who require a language assistance services with written notification regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. Also we 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. AS well, the 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. The school will also obtain from the translation and interpretation unit a translation into other languages forms as required pursuant to section vii of Chancellor's Regulation A-663 and shall post and provide such forms.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS/IS 180	DBN: 03M180
Cluster Leader: Chris Groll	Network Leader: Lucius Young
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All personnel at the school take an active instructional role with the ELL population. All teachers are informed of and knowledgeable about the Language Allocation Policy in the

Part C: Professional Development

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 significance of the scores and how they relate to the academic needs of their student in order to enable teachers to plan accordingly by differentiating instruction to best suit the needs of their students. Teachers also receive professional development regarding the scores and the role of the ESL program. There is also ongoing communication and cooperation between classroom and ESL teachers. Furthermore, all teachers receive ongoing professional development from an ESL specialist from Rigby to facilitate the incorporation of ESL strategies and techniques into their classroom practices.

Professional development dates and PD will be provided to our staff for the improving of ELL instruction beginning in September 2011 and ending in March 2012. Topics include:

- 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?

Part D: Parental Engagement Activities

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

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

Begin description here: 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 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.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$6,678	ESL instructors will provide additional direct instructional services to ELL students after school (3) days were week for (1) hour
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	ESL instructors will be included in all Professional Development initiatives where are being paid for out of TL instructional and SWP Title I funding
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$4,522	Instructional supplies to support ESL program including materials to help with the NYSELAT testing program
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	\$11,200