



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** HUGO NEWMAN COLLEGE PREPARATORY SCHOOL  
**DBN (i.e. 01M001):** 03CFN408  
**Principal:** LANA FLEMING  
**Principal Email:** [LFLEMIN2@SCHOOLS.NYC.GOV](mailto:LFLEMIN2@SCHOOLS.NYC.GOV)  
**Superintendent:** ILLENE ALTSCHUL  
**Network Leader:** LUCIUS YOUNG

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lana Fleming	*Principal or Designee	
Brenda Davis	*UFT Chapter Leader or Designee	
Deanna Hall	*PA/PTA President or Designated Co-President	
Brenda Taylor	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lisa Headley	Member/ Parent	
Dolly Chevy	Member/ Parent	
Janiya Lewis	Member/ Parent	
Anthony Rainey	Member/ Parent	
Pernell Simpson	Member/ Parent	
Michelle Timmons	Member/ Parent	
Silvia Weir	Member/ Parent	
Steven Scheiner	Member/ Teacher	
Mildred Peguero	Member/ Teacher	
Carolyn Dugan	Member/ Teacher	
Stephanie McGarry	Member/ Techer	
Maureen Sullivan	Member/ Teacher	
Leslie Simmonds	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

	Indicate using an "X" in the box to the left of each section that the section has been completed
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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//S 180M will increase student academic performance between 1-5 percentage points in reading and mathematics on the NYS Department of Education Spring 2014 administration of the State Exam.

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

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Receive calendar day professional development day training (as appropriate)
2. Participate in internal and external inter-visitations and professional development opportunities that are differentiated based on teacher need and request.
3. Ongoing training for staff in the implementation of instructional strategies for improving literacy and mathematics before and after school, weekends and during approved half days.
4. Participate in a daily school-wide Ready Gen Program that will encompass the integration of reading strategies throughout the curriculum.
5. Participate in a daily school-wide Go Mathematics Program that will encompass the integration of mathematics strategies throughout the curriculum.
6. Participate in a daily middle school Connected Mathematics block in grades 6-8.
7. Participate in a daily middle school literacy block in grades 6-8.
8. Create as per funding availability a Saturday Institute and Extended Day Program for all students.
- 9.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principals will support teachers with professional development in the above areas, through grade level team planning meetings, common planning of lessons, observations and frequent feedback.
2. Teacher leaders in Prekindergarten-8 will facilitate a grade level learning cycles using the model Japanese Lesson Study to plan, refine a lesson, peer observe, collect data and identify areas to improve instruction.
3. The Professional Development Team is an inquiry team consisting of a representative from grades Prek-8, this team will work collaborative to evaluate school data, student work and instructional practices to make decisions and implement practices and initiatives to improve the educational experience for our students.
4. The Curriculum Committee is an inquiry team that consisting of a representative from grades Prek-8, this team will work to align and refine the Go Math and ELA Ready Gen curriculum and modify grade level curriculum maps so that teachers in all grades are instructing according to the NYS Common Core Learning Standards.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Grade level team planning grades PK-8
2. 32 teachers PK-8 will complete Japanese Lesson Study Planning Cycle by May 2014 and complete summary of grade level takeaways that that are to be embedded into future instructional practices.
3. Common Core Aligned Curriculum Maps for Grades PK-8 developed by the Grade Level Teams.  
A Matrix of NYS Common Core Learning Standards Must Knows and Must Haves for each grade level that clearly shows the progression and alignment of the learning. This Matrix will include strategies for teachers (toolkit) that they can refer to plan and to differentiate instruction. Developed by Teacher Leaders across grade team.  
As per the citywide instructional expectation student baseline data as per our school's MOSL selection will provide the basis for determining student groups and other academic targets throughout the school year. Data will be collected monthly by teacher and based on those result individual student modifications will be put in place

#### D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title I,III, Developmental Studies Center Facilitator and Teacher Kits,DRA2 kits, Core Curriculum, CFN408 support

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The following strategies will be used to increase parental involvement:

Curriculum Night – Share curriculum expectations to parents, calendar, and assessments required, promotional benchmarks, progress reports and enrichment programs available.

Hugo Newman Website – A way to communicate with parents who are unable to visit or come to the school because of work or scheduling.

Host “Coffee & Conversations” – Early morning stop and chats to update parents on important items or provide access for parents to talk.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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.

By June 2014, all teachers will engage in collaborative planning to implement and modify Ready Gen and Go math to ensure alignment to the CCLS as evidenced by the creation of curriculum maps and lesson plans

**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.

The professional development focus for the last 4 years was learning the model of Japanese Lesson Study to help teachers collaborate, collect and analyze data to implement effective teaching strategies that have a positive impact on students learning and achievement. This year the planning will focused on the Ready Gen and Go Mathematics Programs by:

- Teachers will apply the collaborative planning model to align and refine instruction to the Common Core Learning Standards and the implementation of the Core Curriculum (Ready Gen & Go Math). Teachers will effectively implement the units in the curriculum and administer unit and performance assessments. Teachers will analyze assessment data to modify and differentiate instruction in September 2013-June 2014.
- Use the Danielson Rubric to improve questioning and discussion techniques to support and enhance student learning. Utilize Advance data from formal and informal observations of plan next steps in the professional development of teachers from February to June 2014.
- Improve teacher instruction and student performance in Mathematics through the work of Math Curriculum Team who will meet in January-June 2014. This team of teacher will create a school-wide Pre-K to 8 vertically aligned progression of math instruction at P.S. 180 along with a toolkit of strategies for teachers to use to plan, differentiating instruction , key math vocabulary and question prompts that support math learning,

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. To continue to improve class instruction throughout our school using Japanese Lesson Study which is 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

Grade level planning dates  
Peer Observation dates  
Feedback Summaries

**B. Key personnel and other resources used to implement each strategy/activity**

1. Grade Level team facilitators  
2. Classroom teachers  
3. Assistant Principals  
4. Weekly Grade Level Team Planning

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

36 classroom teachers will complete survey and data will be compiled and used to determine effectiveness and future professional development supports.

**D. Timeline for implementation and completion including start and end dates**

January 2014 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common Planning Meetings  
2. Afterschool Planning  
3. Resources allocated for teacher planning

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 2012 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
- School Website provides an avenue for parents to be involved and informed without being on-site.
- 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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### Goal and Action Plan #3

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.

By June 2014, teachers will implement CCLS aligned curriculum units and identify the gaps and the instructional shifts in order to differentiate instruction and improve instructional practices to meet the needs of all learners as evidence by a 5% improvement in the ELA and Math state tests.

#### **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 review of the Standardized Test data and the schools Progress Report this goal of improving student performance in the classroom and on Standardized Test is appropriate. With an emphasis on Domain 1 of Danielson's, teachers will be prepared to teach CCLS aligned curriculum units to our students who will be better prepared to meet the standards Teachers will be supported in planning differentiated instruction that meets the needs of all students including our ELL's, IEP's and high achievers. We anticipate achieving steady gains that will increase the percentages of students performing at and above grade level and successfully meeting grade required benchmarks in the classroom.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Creation on grade level teams
2. Data collected and analyzed monthly by grade level teams to monitor student progress.
3. Differentiated small groups incorporated in planning structure
4. Cycles of teacher observations by administration targeting CCLS curriculum alignment and differentiation in unit and lesson planning with the provision of timely feedback to teachers
5. Creation of a curriculum committee

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers grades Pre-kindergarten-8
2. Administrators
3. SETTS Teachers
4. ICT Teachers
5. Library/Science/Technology Clusters

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Monthly data sheet show student growth and progress,
2. Unit Test
3. Baseline and End of Year DRA/Post Test
4. Standardized Test Score Improvement by 1-5%

##### **D. Timeline for implementation and completion including start and end dates**

1. September – June 2014

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. SLT Meeting
2. Professional Development Team – Danielson MOSL, data analysis, school-wide instructional integration and enrichment,
3. Grade Level Team – horizontal collaborative instruction planning
4. Curriculum Committee – vertical school-wide planning

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent Curriculum Days to share CCLS and how to support children at home
2. Ongoing progress reports to keep parents abreast of student progress in meeting standards

3. Presentations during PTA and SLT meetings on school initiatives related to CCLS
4. Open Classroom Days for parents to visit classrooms and see CCLS aligned instruction in action

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	x	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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.

By June 2014, the number of level I students in ELA and math will be decreased by 1-5%.

**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.

Target at risk student in each grade by monitoring monthly data sheets to identify students on each grade level in reading and in mathematics. Use one on one" teacher meetings and in grade level team meetings to identify, analyze and plan using this data

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Small group differentiated instruction, teachers will submit intervention plans and schedule to targeted students including ELL's and SWD' in February 2014.
2. "One on One Teacher Meetings for goal setting, data review and plans for at risk students supports scheduled for April-May 2014.
3. Raz Kids – at home and in school technology reading program accessible for literacy extension and reading Comprehension sport which is accessible September 2013-August 2014. Students reading growth is monitored by teachers in the classroom with 100% of students in grades K-5 having access during reading rotations and to increase at home participation to 50%
- 4.
5. Technology support

**B. Key personnel and other resources used to implement each strategy/activity**

1. Classroom teacher, Family Support Team, Learning Leader volunteers, ICT Teacher, SETTS Teacher, Extended Day and Afterschool programs

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 70% of students will demonstrate a year's progress as measured in their monthly data sheets DRA score

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Before and afterschool planning time for teachers  
 Extended Time Program  
 Calendar Days.

1. Weekly common planning periods

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

SLT Meeting with parent representatives present.  
 Administrator, Assistant Principal or Teacher Leader attend PTA Meetings to present instructional items and school-wide initiatives,  
 Hugo Newman Preparatory School Parent Run Website

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, English language learners and students with disabilities will make one year instructional growth as measured by the beginning and the end of the year Fontas and Pinell assessment.

**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.
Students identified as at risk are listed in these two categories and need additional attention and supports.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>Dual Language Classrooms and assignment of Dual Language Coordinator and teachers with DL Extension licenses to support students during school and in small groups afterschool September 2013-May 2014.</li> <li>Family Support Team (SBST Meetings Weekly) to provide RTI, every Thursday September 2013-June 2014.</li> <li>Provide at home technology supports in literacy RAZ Kid and parent training September 2013-August 2014</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>Dual Language Coordinator/ELL Teacher.</li> <li>Principal, Psychologist, Social Worker, Guidance Counselor, SETTS Teacher, Speech Teacher and Parents.</li> <li>Technology Lead Teacher.</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Meet ELL and Special Education Compliance.</li> <li>Weekly Minutes for the Family Support Team.</li> <li>Use of RAZ Kids at Home.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>September 2013-14.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>Title 1 and III funds used to support the goal</li> <li>Weekly Family Support Team Meetings and case reviews.</li> <li>SEGIS,</li> <li>ELL Teacher Support, F Status Teacher Support</li> <li>Cultural Enrichment Organization</li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Outreach on the part of the guidance counselor. Parent Coordinator outreach. Scheduling revolve around parent schedule.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended Day Programs	Small groups, one-to-one and tutoring	During the school day and afterschool
<b>Mathematics</b>	Extended Day Programs	Small groups, one-to-one and tutoring	During the school day and afterschool
<b>Science</b>	Extended Day Programs	Small groups	Afterschool and during the school day
<b>Social Studies</b>	Extended Day Programs	Small groups	Afterschool and during the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Advisories and in school interventions	Small groups, one to one and tutoring	During the school day and afterschool

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

100% of instructional staff is currently highly qualified and our school's instructional focus for this year has been and continues to be providing frequent observations with actionable feedback – which attracts and maintains HQTs

**High Quality and Ongoing Professional Development**

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

Our school's professional development focuses to support teacher in the areas of:

- Japanese Lesson Study
- Alignment of Current Curricula to the CCLS
- PD with TC and the Aussie
- Differentiated instructional approaches in teaching provided by Diana Heacox

All of these professional support has continue to attract and retain teachers at our school

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination and integration of Federal, State, and/or local funds are used to meet the intent and purpose program whose funds are consolidated with the support of CFN 408 and its budgetary staff.

**SWP Schools Only**

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

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

All transition plan for pre-school children from early childhood programs to the elementary school are coordinated by the Office of Early Childhood for the Department of Education

**Measures to Include Teachers in Decisions Regarding Assessments**

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

These decisions were made based on the MOSL protocols that the DOE has implemented during the Summer of 2013.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>180</b>
School Name <b>Hugo Newman College Preparatory School</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Dr. Peter L. McFarlane</b>	Assistant Principal <b>Lana Fleming</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Susanne Pena-Rodriguez</b>	Guidance Counselor <b>Carlos Ortiz</b>
Teacher/Subject Area <b>Rachel Brick</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Mildred Peguero</b>	Parent Coordinator <b>Khadyjah Wilson</b>
Related Service Provider <b>Brittany Stone</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>618</b>	Total number of ELLs	<b>42</b>	ELLs as share of total student population (%)	<b>6.80%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	1	0	0	0	0	0	0	0	0	0	0	0	0	1
<b>Freestanding ESL</b>														
Push-In	2	6	6	3	4	9	7	4	0	0	0	0	0	41
self-contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

### ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	1	0	0	0	0	0	0	0	0	1
ESL	29	0	5	12	0	4	0	0	0	41
Total	30	0	5	12	0	4	0	0	0	42

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
Spanish	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 1      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 8      Asian: 1      Hispanic/Latino: 6  
 Native American: 0      White (Non-Hispanic/Latino): 2      Other: 4

**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	2	3	3	2	2	4	5	2						23
Chinese	0	0	0	0	0	0	0	0						0
Russian	0	0	0	0	0	0	0	0						0
Bengali	0	1	0	0	0	0	0	0						1
Urdu	0	0	0	0	0	0	0	0						0
Arabic	1	0	1	1	0	1	0	1						5
Haitian	0	0	0	0	0	0	0	0						0
French	0	0	0	0	0	1	0	0						1
Korean	0	0	0	0	0	0	0	0						0
Punjabi	0	0	0	0	0	0	0	0						0
Polish	0	0	0	0	0	0	0	0						0
Albanian	0	0	0	0	0	0	0	0						0
Other	0	2	2	0	2	3	2	1						12
<b>TOTAL</b>	3	6	6	3	4	9	7	4	0	0	0	0	0	42

## Part III: Assessment Analysis

### Assessment Breakdown

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

**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)	2	1	1	0	0	5	2	1	0	0	0	0	0	12

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	1	0	1	1	1	0	0	0	0	0	0	6
Advanced (A)	1	3	4	3	3	3	4	3	0	0	0	0	0	24
Total	3	6	6	3	4	9	7	4	0	0	0	0	0	42

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2	0	0	5
4	5	0	0	0	5
5	4	2	0	0	6
6	3	0	0	0	3
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3		0		0		6
4	3		3		1		0		7
5	5		2		0		0		7
6	2		1		0		0		3
7	0		0		0		0		0
8	0		0		0		0		0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	2	0	2	0	5
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessment tools that are used to support our ESL students are: DRA- 2, NewYork City Performance Exams , and Fountas and Pinnell. This data enables our ESL instructors to focus specifically on skills that individual students need.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The typical ESL student at our school scores 1 to 2 years below grade level on the initial ELA assessments, which is consistent with the lower proficiency scores they receive on Reading and Writing modalities of the NYSESLAT (Based on the data we have noticed that students are not reaching proficiency in reading and writing; however, they have very strong oral language development).
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We focus our intervention and support services during Reading and Writing blocks. We evaluate the success of our ELL programs using state, as well as, teacher created, assessments.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Across proficiencies and grades we have seen that as students' proficiency levels rise, so too do their scores on standardized tests. Our ELLs have taken standardized tests in English only. Our school does not participate in ELL Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
As part of our School Based Support Team, RtI framework is supported for ELLs by providing the team with formal and informal assessment data including and not limited to LAB-R and NYSESLAT scores and ESL progress.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development is considered in instructional decisions by incorporating the use of bilingual dictionaries, texts, games, songs, picture cards, etc.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

English proficient students are assessed in the second language through a series of formal "Estrellita Program" and teacher created assessments.

The level of language proficiency in the second language for EPs is of academic language proficiency by the end of 5<sup>th</sup> grade (if the student continues in the DL program from Pre-K through 5<sup>th</sup> grade).

At this time EPs performance data on State and City Assessments is not available (First year of DL-Kindergarten only).
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success in our ELL program is evaluated by students' results on formal and informal assessments, such as NYSESLAT, State and City assessments, classroom observations, conducted continually throughout the school year.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At registration the parents/ guardians of all entering students are required to fill out a Home Language Identification Survey (HLIS). Susanne Pena, our Dual Language Program Coordinator, 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 answer provided on the HLIS, Mrs. Pena deems the students eligibility for LAB-R testing. Those who qualify LAB-R tested are admistred the test by Mrs. Pena. In May, our ELL students are admistered the NYSESLAT to assess their progression of their English language skills over the past school year.
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.  
The parents/ guardians of those students whose LAB-R indicates their eligibility for language services receive program entitlement letters. Upon receiving entitlement letters, Mrs. Pena makes an appointment with set parent/guardian within 10 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 NYCDOE), it is shown the official NYCDOE orientation video in their native language ( when available), and recieves further clarification and information from Mrs. Pena regarding the three program choices available to their child within the NYCDOE . After a question and answer period 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
Throughout the fall the ESL teachers reach out ( letters, telephone calls, individual meetings) to the parent/guardians of students without a completed Parent Survey and Program Selection Form. Until contact is made ELL are placed in our school's ESL, as our school currently have neither the population numbers or the parent request required for a TBE program, as per CR-154.
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.  
Students are placed in programs in accordance with their parents' / guardians' expressed choice on the Parent Survey and Program Selection Form filled out during the Parent Orientaion conferences. Our school maintans all copies of the Parent Survey and Selection Form to document parent choice. Parents/ guardians may enroll their child in our school's ESL program which consists of our ESL teacher 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 by Mrs. Pena informing them of their child's program placement schedule and Mrs. Pena's contact information (email/ telephone).
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The steps taken to adminster all sections of the NYSESLAT to all ELLs every year are as follows:  
-Ordering of NYSESLAT exams for all current ELL students in the school.  
-Verify student enrollment (throughout the school year) to check for new admissions (Check, HLS and adminster LAB-R).  
-Adminster the NYSESLAT to ELL studnets during May.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Historically, over 90% of parents/ guardians have chosen to enroll their child in our ESL program as their first choice. Based on the Learning Enviornment Surverys 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 parents' request.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - 1a. At PS/IS 180 M we have an ESL program consisting of a combination of push-in and pull-out services in grades K-8 (there are no ELLs in grade 8).
    - 1b. Students are grouped heterogeneously by grade.
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)?

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 ESL push-in services (unless in the Dual Language classroom) 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 1:1 or small group instructional support in reading and writing (following the Ready Gen and Teacher's 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 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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 and differentiated materials and assignments. Instruction is provided in English with native language supports when necessary.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
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 materials (those currently available as well as those found during our continual research and outreach).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs students are evaluated throughout the year in all four modalities by using a series of formal and informal assessments. These assessments include, but are not limited to DRA-2, Fountas and Pinell, NYSESLAT, LAB-R, state assessments, exemplars, teacher created assessments and classroom observations. These assessments and classroom observations provide administrators, staff, parents of ELLs and ELLs of their progression of English language acquisition through the modalities of speaking, listening, reading and writing.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. 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.

b. Newcomers receive ESL push-in services with a certified ESL teacher as well as receiving pull-out vocabulary development instruction with a certified ESL teacher. Newcomers also receive native language support via bilingual alphabet charts and dictionaries, and access to books in their native language and/or reflective of their native culture.

c/d. For ELLs in their 4<sup>th</sup> - 6<sup>th</sup> 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.

7. 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?

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 days 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, ELL software for use on classroom computers and smartboards, study aids, visuals and manipulative.

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

In Kindergarten to Second grade ELL-SWD are afforded a diverse array of support services including but not limited to ESL, Speech and Language, SETSS and Counseling as both push-in and pull-out services on a case by case basis. In grades Three to Eight those students requiring additional supports are offered a place in their grade level ICT class. Students found to require further services than those offered by the ICT class are offered a place in a 12 to 1

program.

**Courses Taught in Languages Other than English [i](#)**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

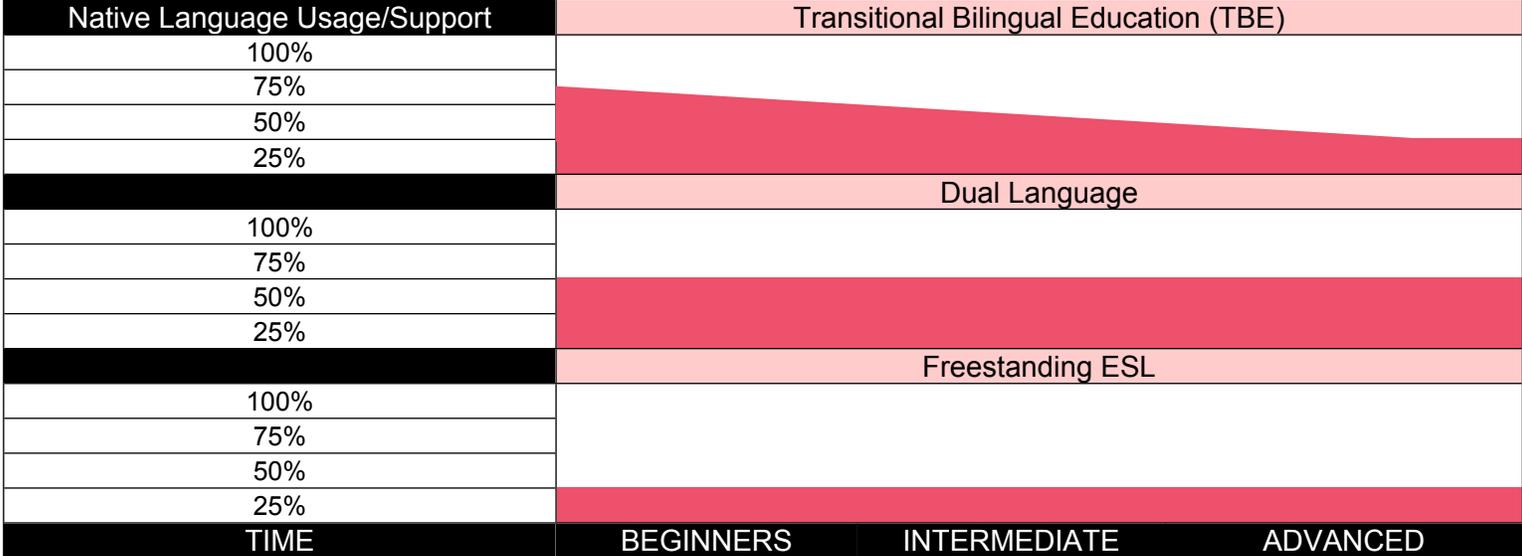
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.

## B. Programming and Scheduling Information--Continued

9. 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.
- Across all of the grades ESL trained instructors are providing support services in English to students in the classroom during either reading or writing instruction, and at times during math and other content area instruction to provide English language support to ELLs. Teachers adapt classroom lessons by scaffolding instruction to make content comprehensible and supporting English language learning through the use visuals, models and multicultural resources.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL staff is consistently collaborating with teachers to ensure that the needs of the ELL population in our school are being met while meeting the CCLS. In addition to the collaboration with classroom teachers, ESL staff provide parents with Common Core Playdates, which have been established as a series of workshops for parents to better understand the CCLS and gain skills and ideas to help their child at home. Furthermore, our ELL program is committed to the success of every child and it strives to ensure that lessons are differentiated to meet the needs of ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- 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 baskets. In addition to these improvements, we will be expanding our Dual Language Program to grades Pre-K and 1st to meet the needs of our ELL population in those grades.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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 by having native language books, dictionaries, charts and flashcards available for teacher and student use. Required services, supports and resources correspond to ELLs' ages and grade levels.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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 students' native language throughout the instructional day. As for our Dual Language program native language support is delivered through a 50/50 instruction language model which incorporates Spanish language content area texts, guided reading texts, leveled library, big books, etc.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- 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. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- N/A
18. What language electives are offered to ELLs?
- P.S./I.S. 180 has continued to participate 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 Spanish, French, Mandarin or Italian using Rosetta Stone. As well as providing students in grades 6-8 and Pre-K -K with Spanish language instruction.

19. For schools with dual language programs:

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

19a. In our Dual Language program we follow a 50/ 50 model in which 50% of instructional time is conducted in the target language and the other 50% of the instructional time is conducted in English in each of our Dual Language classrooms across the grades.

19b. In our Dual Language Program EPs and ELLs are intergrated for most of the instructional day with the exception of individual or small group instruction groups ( for ESL or SSL) to meet the mandated 360 minutes a week of ESL/SSL instruction.

19c. In our Dual Language program languages are separated for instruction by subject and theme.

19d. The Dual Language model that we use in our school is a self-contained model.

19e. In our Dual Language program emergent literacy is taught in the child's native language first (sequential).

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All ESL teachers receive professional development during school-wide PD half-days ( provide by Generation Ready, Santillana, Teachers College, Common Core Fellows and Japanese Lesson Study Groups). ESL teachers continue their professional development by attending ELL workshops provided by our Network Team. All teachers participate in school-wide professional development sessions provided by our Network Team pertaining to Teacher Effective and The Danielson Rubric. In addition to in school professional development workshops, individual teachers attend professional development workshops offered by the DOE pertaining to the specific academic needs of students in their classrooms.

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 180 M we are in constant communication with the parents of our ELLs 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.
  3. At the beginning at 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, Mrs. Pena sends out official NYCDOE Parents' Preferred Language Form in order to assess the language needs of our parents/guardians.
  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. Furthermore, the information gathered from the parent surveys is used to guide the planning and implementation of parent involvement activities that meet the needs of our parents (i.e. ESL, GED, parent workshops, financial planning seminars, etc.).

## E. 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.

No additional information.

# Part VI: LAP Assurances

**School Name:** Hugo Newman College Preparator  
**03M180**

**School DBN:**

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		10/29/13
Lana Fleming	Assistant Principal		10/29/13
Khadyjah Wilson	Parent Coordinator		10/29/13
Susanne Pena	ESL Teacher		10/29/13
NA	Parent		10/29/13
Rachel Brick	Teacher/Subject Area		10/29/13
Mildred Peguero	Teacher/Subject Area		10/29/13
NA	Coach		10/29/13
NA	Coach		10/29/13
Carlos Ortiz	Guidance Counselor		10/29/13
Lucius Young	Network Leader		10/29/13
	Other		10/29/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **03M180** School Name: **Hugo Newman College Preparatory**

Cluster: **4** 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**

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

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

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

Major findings included:

- a. Securing a vendor to translate spanish and french
- b. Purchasing additional translator receivers for large meetings.
- c. Providing PTA meetings in English and Spanish.
- d. Enlist the services of parent volunteers for translation

## Part B: Strategies and Activities

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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.

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### 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: Hugo Newman Prep	DBN: 03M180
Cluster Leader: 408	Network Leader: Lucius Young
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for the direct instructional supplemental program is to provide additional English language support to newcomer ELL students in grades 3-5 in order to expediate their English language acquisition. All participating students will be beginner level newcomers in grades 3, 4 and 5. The program will take place on Mondays, Tuesdays and Thursdays from 3-4pm. The language of instruction will be English. One TESOL certified teacher will provide instruction at that time. The following materials will be used: BrainPop ESL online program, Language Chocolate online picture dictionary, Oxford general and content area picture dictionaries and supplimental materials, and teacher created materials.

### 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: The rationale for the professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs is to provide training in best practices in the instruction of ELLs. Classroom teachers of ELLs will receive the training. This training will take place over six half day sessions between the months of October and May. Topics to be covered include literacy instruction for ELLs, vocabulary development for ELLs and differentiating instruction for ELLs. The provider will be Christine Larsen.

### 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: The rationale for parent engagement activities targeted towards parents of ELLs is to provide information and support to ELL parents. The activities targeted toward parent of ELL is to provide information and support to our ELL parents in the following areas:

**Part D: Parental Engagement Activities**

Participation in the School wide Professional Development Team - Gives parents a better understanding of the overall instructional direction of school  
 N-Grade Services - online grading and communication system  
 Aris on-line access  
 Parent Workshops conducted by the ESL teacher before, during and after school (as appropriate)  
 PTA events and cultural activities that occur on a monthly basis to help intergrate parents within the school community

**Part E: Budget**

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

Allocation Amount: \$0

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"> <li>Per session</li> <li>Per diem</li> </ul>	10,762	Allocation will be used to provide supplemental services after or before school
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	438	Supplementary supplies to support ESL program
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>11,200</b>	<b>11,200</b>

