

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03M180

School Name:

HUGO NEWMAN COLLEGE PREPARATORY SCHOOL

Principal:

LANA FLEMING

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Pre-K – 8th Grade School Number (DBN): 03M180
School Type: Elementary –Middle School Grades Served: Pre-K - 8
School Address: 370 West 120th Street
Phone Number: 212 678-2849 Fax: 212 665-1572
School Contact Person: Ms. Mason Email Address: CMason@schools.nyc.gov
Principal: Lana Fleming
UFT Chapter Leader: Carolyn Dugan
Parents' Association President: Maryum Opa
SLT Chairperson: Stefanie McGarry
Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street
Superintendent's Email Address: IAltschul@schools.nyc.gov
Phone Number: 212 678-5857 Fax: 212 222-7816

Cluster and Network Information

Cluster Number: CFN408 Cluster Leader: Christopher Groll
Network Number: (212)356-3851 Network Leader: Shani Jimeta

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lana Fleming	*Principal or Designee	
Carolyn Dugan	*UFT Chapter Leader or Designee	
Maryum Opa	*PA/PTA President or Designated Co-President	
Lisa Keller	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	
Steven Scheiner	Teacher	
Stefanie McGarry	Guidance Counselor	
Mildred Peguero	Teacher	
Lisa Headley	Parent	
Michelle Timmons	Parent	
Dolly Chevy	Parent	
Pernell Simpson	Parent	
Janya Lewis	Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that

SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Hugo Newman College Preparatory School is a community united in providing a high quality educational experience to our students. Excellence in education is our choice and we believe in the "3E"s".

1. Excellence in teaching and learning.
2. Engagement of our students to develop critical thinking and life-long problem solving skills.
3. Enrichment to support positive social and emotional development.

We have long standing community based partnerships that assist us in meeting our goals. These partnerships support our students academic growth as well as our commitment to the "3E's". We work together to ensure that our students are active, healthy and prepared to contribute to their community and society. Our teachers have participated in research and professional development in team planning and Lesson Study that has resulted in a collaborative planning environment. Our instructional focus this year is "differentiating instruction to meet the needs of all learners." We are a learning community of staff, students and parents working together to provide the best educational experience and opportunities for our children.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core Learning Standards. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Review of NYS State Math tests scores indicate that 25% of students met the grade level benchmark of level 3 or 4 and 24% of students met the grade level benchmark or level 3 or 4 in ELA. Teachers were surveyed and indicated that they needed math professional development in differentiating instruction and wanted to improve their practice in this area. Teachers also indicated that PD in mathematics first would lead to differentiation planning in ELA and other subject areas.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, one hundred percent of teachers will use data to differentiate Math and ELA lessons to meet the needs of all learners including SWDs and ELLs to improve the number of students performing at levels 3 & 4 by 6% in ELA and 7% in mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will differentiate instruction to consistently include small group instruction based on data and student work. Classroom Teachers will use the core curriculum that has been modified and differentiated to get students to meet the Common Core Learning Standards. Teachers will conduct small group targeted instruction and use student data to improve performance. Consultant will work with staff to improve planning in mathematics and in differentiated instruction. Flexible, targeted scheduling of ICT Teachers to support in class instruction to SWD's.</p> <p>Administration, staff and the parent coordinator will utilize the online system "Engrade" to improve communication with parents. Parents will be able to contact teachers, access student grades and homework on the system. Teachers will utilize the Tuesday parent outreach time to contact parents through "Engrade", email or telephone. The parent coordinator will utilize the School Messenger system to send messages, event dates and share important information with our parent population. The PTA Executive Board will utilize the school's website www.hugonewmanprep.org to increase parent involvement and better inform parents on all school matters. The SLT, PTA and Parent Coordinator will work together to compile a parent email list for every classroom so that these parents receive the information through the school's website. The PTA will also work to establish a grade parent for every grade level who will be responsible for sharing grade level information with parents. The grade level parent representative will utilize the parent email to share information on meetings, school events, workshops, etc.</p> <p>Professional development time on Mondays in October/November was scheduled for</p>	<p>Classroom Teachers, ICT Teachers</p>	<p>November – May 2015</p>	<p>Principal Assistant Principals</p>

staff introduction and training on the Capacity Framework, teachers will utilize the Capacity Framework during meetings with parents to focus on and promote the element of trust in our school to all stakeholders. Workshops are scheduled to introduce and provide training to parents on the Capacity Framework throughout the school year. Training will be conducted with the SLT, PTA Executive Board and supported by the Parent Coordinator. The above will provide turnkey training for parents throughout the school year during PTA meetings and in scheduled workshops during November – January 2015. The administration, staff and parent coordinator will utilize and reference the Capacity Framework during Tuesday's parent outreach meetings, parent teacher conferences, parent workshops and all scheduled parent meetings. The Capacity Framework will be shared on the school's website and the PTA Executive Board will develop a schedule to select specific months to highlight the element of trust and supportive references/readings on the school's website throughout the school year.			
Education Consultant "Liz Irwin" will provide 15 days of Professional Development 15 days with consultants which will include 3 professional development learning cycles that teacher attend. Cycle 1 will include grades 3-5, Cycle 2 will include teachers in grades 6-8 and Cycle 3 will include teachers in grades K-2. ICT and ELL teachers will receive professional development in differentiated instruction with the grade level team members and will attend specialized workshops that support services to their students population.	K-8 Teachers ICT Teachers Para- Professionals	November 2014- May 2015	Principal Assistant Principals Math Committee
By December 2014 teachers in grades 3-5 will complete a facilitated learning cycle. By March 2015, K-2 Teachers will complete their facilitated learning cycle. By January 2015 Middle School Teachers will complete their facilitated learning cycle. All teachers will apply their learning in independent planning cycles facilitated and monitored by the Assistant Principals. This learning will result in teacher teams creating differentiated lessons for small group instruction and make adjustments to math units that impact student learning.	K-8 Teachers ICT Teachers	December 2014 Grades 3-5 January 2015 Middle School Grades K-2 March 2015	Grade Level Teams Assistant Principals Math Committee
At risk students will receive interventions that support student progress that will be measurable in DRA data, Math Unit Test and pre/post performance assessments.	Teachers Grades K-8 All Students	Completion of facilitated Learning cycles and independent learning cycles May 2015	Grade Level Teams Consultant Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Consultant, Substitute Teachers, Mathematic games

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By December 2014, 50% of teachers will demonstrate the use of assessment data in planning for small and differentiated groups as evaluated by classroom observations, post observation conferences and informal instructional walkthroughs.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
74% of students reported that students in the school treat each other with respect on the school survey.	

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 80% of students will feel that students treat each other with respect in the school as measured by the 2015 school survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
1. Guidance Counselors will introduce Respect for All curriculums to teachers and students. 2. The SLT established a "School Climate Committee" that includes teachers, parents and guidance working together to promote pro-social behaviors and highlighting positive/scholarly behaviors through year -long school campaign ie. "Caught Being Good" 3. "Scholar of the Week". Characteristics of successful students will be highlighted through morning announcement, class poster and class/peer recognition.	Students Teacher	September 2014-June 2015	Guidance Counselors Assistant Principal
Guidance Counselors and Assistant Principals will conduct teacher professional development in implementing the "Respect for All" Curriculum. The Respect For All Curriculum will be introduced to parents at a PTA Meeting.	Teachers Students	October 2014	Guidance Counselors Assistant Principals
Teachers will teach the Respect For All Curriculum Guidance Counselors will follow up with Small Group Sessions for students who are targeted for social and emotional intervention including ELL's and SWD's.	Students	November 2014	Assistant Principals
Common Sense Media will also be implemented in classrooms and introduced to students for additional instructions on appropriate use of social media.	Students	October 2014-June 2015	Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. Computers, Guidance Counselors, Guest Speakers, Curriculum Materials.
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Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.
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x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 10. Specify a timeframe for mid-point progress monitoring activities.

By October 2014 100% of teachers will receive Professional Development and introduce the “Respect For All” to their students. By January 2015 100% of teachers will have implemented at least 3 lessons from the Respect For All and Common Sense Media Curriculum .

Part 6b. Complete in February 2015.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Quality Review recommendations included improving teacher practices in using data to group students strategically to ensure access through guided instruction and modified materials. Advance data indicated that teachers could improve in using data to plan for small group work and modifying instruction to better assist ELL's and SWD to ensure access to the content and lesson. The instructional focus was selected to ensure that teachers are developing and improving in modifying lessons to ensure all students are appropriately challenged.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of teachers will differentiate lessons to modify instruction for ELL and SWD students that will result in a 5 % decrease of Level 1 ELLS and SWD's on the NYS Tests in reading and mathematics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
ELL Teachers, ICT Teachers and General Education Teachers will plan together using PD Mondays and administrative time Tuesdays. Teachers will monitor student progress monthly and assess progress towards one year's growth measured by DRA/Running records.	Students	September 2014-June 2015	Principal Assistant Principals Teachers
ICT and ELL teachers are responsible for improving and modifying lessons with the general education teacher for improved instruction to ELL's and SWD's.	Students	September 2014-June 2015	Principal Assistant Principals Teachers
ELL Students will receive additional after-school supports and SWD will be included in after-school and Saturday support programs	Students	September 2014 – June 2015	Principal Assistant Principals Teachers
Modified, targeted scheduling of ICT Teachers to support students in class.	Students	September 2014-June 2015	Principal Assistant Principal Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monday professional development that includes monthly data review in ELA and Math to monitor student progress and provide immediate intervention and prescriptive teaching. Teachers will attend PD workshops in offered through the office of Special Education. Purchase of Foundations, manipulatives and other intervention materials to support instruction the classroom. A Math Consultant will support teachers in CCLS aligned differentiated math lesson planning. Students will attend a Saturday Test Preparation Program that require per session activity for teachers working in grades 3-8. Test preparation materials and resources will be purchased for the classroom and for the Saturday Program. CFN Network support in teacher development for SWD's and ELL students will occur throughout the school year. The SIT Team will receive training in setting IEP goals and turnkey the training to classroom and ICT teachers to better support student achievement of the goals.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, 100% of ICT and ELL teachers attended specialized PD on modifying instruction for target population and implement the practice in the classroom. 100% of ELL and SWD are on track towards achieving 1 year's growth on DRA level.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Quality Review recommendations included improving teacher practices in using data to group students strategically to ensure access through guided instruction and modified materials. Advance data indicated that teachers could improve in Danielson's 3c engaging students in learning. Trends noted in the feedback included: using data to plan for small group work and modifying instruction to better assist ELL's and SWD to ensure entry and access to the lesson. The instructional focus was selected to ensure that teachers are developing and improving in the practices listed.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 70% of teachers will improve practice in Danielson 3c by participating in Literacy and Mathematic committees to engage in professional learning that will improve observation ratings from developing to effective in Danielson's 3c.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Continued development of a Vertical Teacher Committee to align and improve teaching practices and student outcomes in Mathematics and increase student engagement. This committee will work to assess the implementation of the instructional focus.		November May 2015	16 Teachers Principal, Assistant Principals, Grade Level Team Leaders
Establish a Vertical Literacy Committee to ensure alignment of the curriculum and to develop and improve instructional practices in Literacy and student engagement as it is aligned to the instructional focus.	Grade Level Leaders	November 2014-May 2015	16 Teachers Assistant Principals
By June 2015 two vertical teacher Learning Committees will identify common best practices that will be implemented on every grade level. The Committees will conduct Learning Walks with a lens of differentiated instruction and Danielson's 3c. "engaging students" to assess curriculum and instructional implementation and share findings with their grade level teams and school for improved instructional planning. Literacy Team Meeting dates - September 8 th , October 6 th , November 3, and December 8 th 2014. January 5 th , February 9 th , March 9 th , April 6 th , May 4 th 2015. Math Team Meeting dates – September 22, October 27, November 17, December 15 th 2014, January 26 th , February 23 rd , March 23 rd , April 27 th , May 18 th 2015	Grade Level Leaders	July 2014-June 2015	Principal Assistant Principals
Develop school-wide practices to eliminate gaps in learning identified through the grades	July 2014-June 2015	Teachers	Assistant Principal Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
 Planning time on PD Mondays, After-School Planning PD, Professional text, Network Support, Consultant

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
Per Session Planning Professional Journals, Text Consultants									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the Administrative Team will review the Advance Data and teacher observations to determine if at least 50% of our teachers have achieved an effective rating in 3c. on their observations, to identify if we are on track towards meeting the 70% goal by June 2015.
 By December 2015, the Math Committee will conduct a learning walk to assess instructional practices implemented as a result the professional development. The committee will look for evidence of differentiation, student engagement and provide feedback to share with teachers indicating the progress towards the instructional focus.

In January 2015, the Literacy Committee will conduct a learning walk in literacy to assess instructional practices implemented as a result of PD and look for evidence that teachers are using data to plan, are effective in Danielson's 3c. and will provide feedback with teachers as to the progress towards the instructional goals.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

As a result of data analysis, assessment analysis and student work review the Literacy Committee revised the plan to work on developing cohesive consistent assessment practices across grade levels. The committee is working work with teachers in developing Literacy Benchmarks and common assessment practices for each grade so that there is a clear cohesive criteria for assessing students in all areas of literacy (ie. phonemic awareness, sight word recognition, reading fluency, reading comprehension, writing criteria).

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33.	Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34.	Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
The School survey results indicate that 43% of our parents participated in the survey which is below the average rate response rate in the city.	

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will improve parental involvement by 10% which will be measured by improve parent participation on the School survey, parent attendance at PTA meetings, attendance at curriculum night and during parent teacher conferences.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
1. SLT Parent Members will share instructional focus and initiatives at PTA Meetings. 2. SLT Members and staff develop Committees that support instructional focus and school-wide initiatives (fund-raising, school climate, parent outreach) 3. Learning Leaders workshop to train parent volunteers and to promote parent participation. Saturday parent technology, Engrade, Raz Kids, NYPL Programs, Cool Culture and other workshops	Parents of Title 1 and at risk students	September 2014– June 2015	Parent Coordinator PTA President PTA Board SLT Committees
Parent Coordinator will work with PTA to outreach parents of at risk students. Parent Coordinator will host weekend workshops, parent activities and facilitate attendance of these parent to the PTA Meetings	Parents of Title 1 and at risk students	December 2014 – May 2015	Parent Coordinator PTA SLT Committee
Series of Title 1 Parent Workshops, Test Preparation Workshops scheduled so that parents can support their children learning	Parents	January 10, 2015 January 17, 2015 for	PTA Parent Coordinator Assistant Principal
Utilize staff, parent leaders and parent coordinator to promote use of the school website. Provide training on access, navigation and resources to support your child's learning. Breakfast, lunch and snacks will be provided at workshops and events. Information will be shared through brochures on Special Education, Respect For All and the Capacity Framework. Information will be shared weekly with parents on the school website.	PTA SLT Committees	September 2014-June 2015	ICT Teachers ELL Teachers General Ed Teachers Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Computer lab, xerox materials, brochures, per session for teachers, parent coordinator, PTA, funds for refreshments for parents.

Part 5 – Budget and Resource Alignment

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

	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, the SLT, PTA and Parent Coordinator will analyze data re: parent teacher conference attendance sheets, curriculum night, website and Engrade use to determine if we are on track to meeting the 10% goal and identify if participation has increased by a 5%.

Part 6b. Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
-----	--	--	-----	----------	----

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Review of school data will begin in January 2015 as an SLT agenda item.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teachers will use DRA running records. Daily small guided group instruction is scheduled in the regular classroom for all students. The lowest performing students in grades 1-8 will receive small group instruction as identified by assessments.	Daily Reading, On-line Reading, Small Groups with ICT Teachers and support staff in reading and writing.	In Class Small Groups One on One Tutoring	During the School Day After-School, Saturday Program.
Mathematics	Unit Test students performing level 1 or below	Small Groups Tiered Lessons Manipulatives and games	In Class Small Groups One on One	During the school day After-School Saturday Program
Science	Unit Tests Performance Assessment	Exploration Inquiry	In Class Small Groups Cluster	During the school day After School
Social Studies	Unit Tests Performance Assessment	Hands on Group Work Projects	Small Class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Ryan Health Center Social Work Family Support Team Advisory SBO – Sports & Arts in School Programs	EC Play Therapy	One on One Group Partnerships	In school, After school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All School-wide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The Personnel Committee consist of tenured teachers who screen candidates, set interviews and vote on hiring with the Principal's approval.

2b. 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).
Consultants, Network Support, Conferences and workshops throughout the school year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

All plans for pre-school student transitions are implemented in coordination with the Office of Early Childhood . We conduct tours for pre-kindergarten parents who are interested in their child attending kindergarten. Pre-kindergarten teachers meet with kindergarten teachers to plan for student transition to kindergarten; this transition includes classrooms visitations, sharing of progress reports and establishing class list and student portfolio items. Kindergarten teachers prepare a presentation “getting ready for Kindergarten” in June at the PK moving up ceremony. Additionally, kindergarten teachers conduct a parent presentation for the parents of first graders. In June, the PK social worker hosts a series of workshops for PK parents on transitioning to Kindergarten. Kindergarten teachers plan class inter-visitations with their student to meet and spend time in first grade classrooms.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL Committee members presented assessment options during professional development in September 2014. The MOSL Committee consists of a teacher representative from every grade reviewed and selected assessment options for MOTP and assessment tools to be utilized by teachers on each level throughout the school year. Committee members reviewed school data and served as leaders on their grade level team to analyze assessments, facilitate progress monitoring and implications for improved instruction. All teachers will integrate formative assessments in the subject areas to determine student progress, establish groups and interventions to improve student performance. The MOSL Committee screened the assessment options for Pre-kindergarten and presented each to the PK Team. The PK Team selected Creative Curriculum GOLD as the early learning assessment, grades K-5 selected the DRA2, Running Records, Performance Assessment tied to the core curriculum.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All School-wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s School-wide Program, the amount each program contributes to the consolidated School-wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School- wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	286,080	x	p. 17-18
Title I School Improvement 1003(a)	Federal		x	
Title I Priority and Focus School Improvement Funds	Federal		x	
Title II, Part A	Federal		x	
Title III, Part A	Federal	\$11,200	x	p. 12-13

Title III, Immigrant	Federal		x	
Tax Levy (FSF)	Local	3,130,326	x	p. 11-12

Explanation/Background:

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

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

Consolidating Federal funds in a School-wide Program has the following additional advantages:

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

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

- **Title I, Part A – School-wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives

regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

PARENT INVOLVEMENT POLICY

This Parent Involvement Policy [PIP] is developed to ensure the following goals to increase parent engagement in Hugo Newman PS/IS 180 are achieved. Parent involvement has proven effective on students' academic achievement; it contributes to higher quality education and better performance of our school. Parents who regularly participate and are actively involved with their child's education produce active learners and reduce absenteeism. Students adapt easier and are better prepared for tests and academic challenges. Students achieve more when parents expect more. So that more parents that we get involved and prepared to be academic participants. We expect that our PIP will increase social consciousness and responsibility that will foster an eagerness to excel academically and strengthen our school's environment.

To ensure that Hugo Newman College Preparatory School PS/IS 180's Title I students' have actively involved and engaged parents we support parents and their families by:

- Distributing a Parent Guide to parents in the beginning of each scholastic year which is comprised of how they can be involved, PTA contact information, annual events and workshops, and the various enrichment programs.
- Providing orientation to new programs, various workshops, and educational materials to assist parents in understanding the school mission and overarching goals, navigating the school online system, and giving them access to technology assistance.
- Provide parents of students with IEP's at P.S. 180 guide to supporting your child with disabilities.
- Fostering open communication and accessibility to information and assistance whenever necessary. Parents are encouraged to comment, suggest, or request ideas or changes to the PTA, the pedagogical staff and school administration.
- Providing information and notices in their languages and having a translation available in meetings and workshops.
- Providing professional development workshops and other career advancement opportunities

PS/IS 180 Parent Involvement Policy was created after careful assessment in meetings, surveys, and one-on-one conversations of our parents/guardians including those of ELL and students with disabilities. There will be an annual evaluation and assessment of the needs, content, and effectiveness of this Parent Involvement Policy with Title I parents to augment parent engagement and the academic quality. All evaluations and assessments will be stored by school administration and used for the sole purpose to strategize outreach, workshops, and educational materials to ultimately meet the needs of the parents and students in the Title I program.

To increase and improve parent and school quality, our school will:

- Involve parents in the planning, review, and evaluation of the Title I program as outlined in the Comprehensive Education Plan.
- Encourage parents to support school level committees and be members of the School Leadership Team, Title I Parent Committee, Parent-Teacher Association.
- Conduct dual language and ELL parent workshops for Title I and Title III parents in the school's Dual Language Program.
- Conduct student-parent academic *SPEAR** (**Student & Parents Engaging in Academic Readiness**) Workshops which will host the following programs:
 - *SPEAR* Math Game Night*
 - *SPEAR* Test Prep, Literacy and Mathematics Workshops*
 - *SPEAR* Middle and High School Navigation Workshops*
- Conduct capacity building workshops that may include professional development, job search assistance, community and support services, technology training, financial literacy, and academic accountability at each grade level so that parents are better equipped to help their children at home.
- Use the SLT Parent Engagement committee to assess, define, review and implement the school's Title I Parent Involvement Policy and School –Parent Compact and other parent engagement strategies.
- Actively encourage parents to use their skill sets, talent, and/or professional experience to bring into fruition school events, outreach to other parents, and workshops.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the Parent Involvement Policy and the School-Parent Compact.

- Provide parents with the opportunities for parents to understand the school's accountability system: Engrade Tuesday, Annual School Report Card, Progress Report, Quality review Report, the Title I funds should be allocated to promote and increase parent involvement in the school's programs.
- Schedule PTA meetings, in the mornings and evenings, to share school's educational program and other school wide initiatives of the Chancellor and Dep't of Ed.
- Conduct the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the title I program about the school's Title I funded program(s), their right to be involved in the parent involvement requirements under Title I, Part A, Section 1118.
- Hosting family Multicultural events.

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

Staff Pledge

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

Teach classes through interesting and challenging lessons that promote student achievement.

Endeavor to motivate our students to learn.

Have high expectations and help every child develop a love of learning.

Communicate regularly with families about student progress.

Provide a warm, safe, and caring learning environment.

Provide meaningful daily homework assignments to reinforce and extend learning (30 min. for grades 1-3, 45 min. for grades 4-6).

Participate in professional development opportunities that improve teaching and learning.

Support the formation of partnerships with families and the community.

Actively participate in collaborative decision-making colleagues and to make our school an accessible and welcoming place for families.

To help each student achieve the school's high academic standards.

Student Pledge

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

Come to school ready to learn and work hard.

Bring necessary materials, completed assignments and homework.

Know and follow school and class rules.

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Limit my TV watching and instead study or read every day after school.

Respect the school, classmates, staff and families.

Family/Parent Pledge

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

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

- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent's Signature_____

Student's Signature_____

Teacher's Signature_____

**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 03	Borough Manhattan	School Number 180
School Name Hugo Newman College Preparatory School		

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Freestanding ESL														
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
Total	3	6	6	3	4	9	7	4	0	0	0	0	0	42

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	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

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		
Total	30	0	5	12	0	4	0	0	0	42
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
TOTAL	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	
	ELL	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
TOTAL	1	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>1</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>8</u>	Asian: <u>1</u>	Hispanic/Latino: <u>6</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>2</u>	Other: <u>4</u>

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
TOTAL	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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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, New York City Performance Exams , and Fountas and Pinnell. This data enables our ESL instructors to focus specifically on skills that individual students need.
- 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 [AMAQ 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 5th grade (if the student continues in the DL program from Pre-K through 5th 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 administered the test by Mrs. Pena. In May, our ELL students are administered 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 receives 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 Orientation conferences. Our school maintains 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 administer 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 administer LAB-R).
-Administer the NYSESLAT to ELL students 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 Environment Surveys 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 studnets in grades K-2, who demonstrate specific needs, such as in vocabulary, pronunciation or writing. During push-in services students recive 1:1 or small group intrucional support in reading and writing (following the Ready Gen and Teacher's College models). During pull-out services studnets receive additional instruction in content area subjects, with an additional emphasis on supporting phonics and vocabulary development.

In Third through Seventh grade studnets 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 activites to strengthen their skills in English. In addition, an emphasis is placed on comprehension and test taking stregeties 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 comprehensive 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. Instructions 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 4th - 6th year of service as well as long term ELLs, we have historically found that their greatest needs are in developing their reading and writing skills in English. These students will receive additional ELA, ESL and test prep services from a certified ESL teacher in a small group setting.

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 ⓘ

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

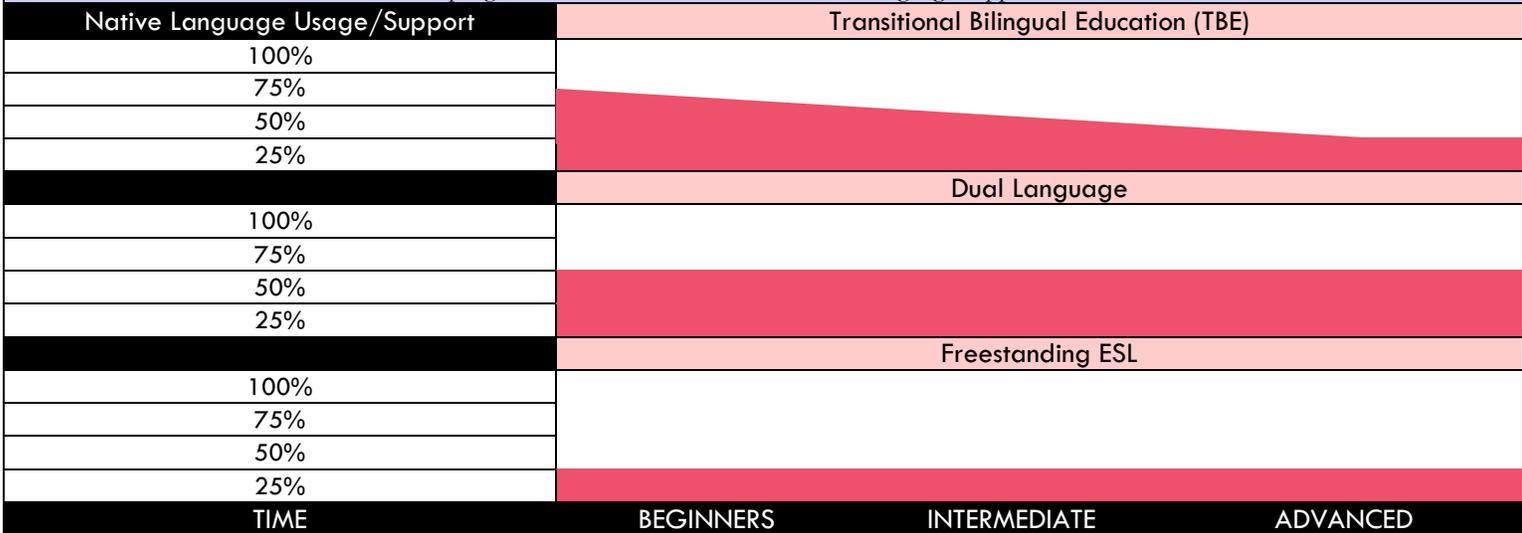
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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 resource 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - 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 encourages 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

School DBN: 03M180

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

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

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.





Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 180 Hugo Newman	DBN: 03M180
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
Total # of ELLs to be served: 30
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: In order to better support our ESL Population we have provided support to students in grades K-8 by incorporating:

ELL - Certified teacher provides instructional support in both push in and pullout models. Teacher uses a combination of Core Curriculum Material aligned to classroom instruction, Foundations and other literacy and math materials and strategies to students in meeting benchmark and Common Core Learning Standards.

ELL Teacher and the classroom teacher of ELL students co-plan and share instructional practices that support ELL student learning. ELL Teacher supports student in pushin and pull out to achieve classroom objectives and classwork with success. ELL teacher assist student in organizing and completing classwork, research projects and homework assignemnts.

The ELL Teacher will work with students in grades 3-8 who are struggling with grade level classwork. The teacher modifies the classwork to include scaffolds that allow for the student to successfully complete the assignment. The ELL Teacher provides small group and individual instruction to students based on feedback from the classroom teacher and review of students classwork.

High Interest Lower Level Readers will be purchased to support vocabulary development, content area learning an practice in instructional level reading.

Small Groups will be scheduled after-school on Wednesdays and Thursdays 2:20-4:20 to provide intervention and support.

Intervention Groups will meet from January to April for a total of 12 Weeks.

A parent component will be included with two parent/child workshops offer with the ELL Teacher modeling and sharing strategies to support the ELL learner at home.

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:

ELL Teacher provides Professional Development Workshops to teachers on all grades sharing best practices and strategies to use with ELL populations.

Part C: Professional Development

ELL Teacher Co-Plan with Classroom Teachers.

ELL Teacher in the Title III program will attend professional development workshops that support further development of strategies and practices to improve student performance.

Monthly Network Support provided by Director of Achievement Ms. Ling
 Foundations/Wilson's Training - November 3, 2014
 Estrellita Training

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: _____

Parent Outreach - ELL Teacher/DL Teacher weekly during Tuesday, 40 minute block.

Use of School Messenger - Translation of messaging and notices of school events, PTA, Meetings, Workshops etc.

Monthly Parent Workshops for Parents of ELL Student

Parent Saturday Workshops scheduled for support in communicating through - Engrade our parent communication network, ARIS, use of Literacy Program RAZ Kids, Navigating PS180 Website, Preparing your child for NYS Test.

Parent/Child Workshop during after-school Program- January 29, 2015 and March 26th, 2015

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____