

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M180

School Name:

P.S. 180 HUGO NEWMAN

Principal:

LANA FLEMING

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Hugo Newman College Preparatory School School Number (DBN): 03M180
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
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nan Mead
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, New York 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 917 705-5856 Fax: 212 356-7567

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michelle Timmons	Parent	
Dolly Chevry	Parent	
Lisa Headley	Parent	
Alex Pozdnyakov	Parent	
Janiya Lewis	Parent	
Gundl Hitchings	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mildred Peguero	Teacher	
Daniel Romanello	Teacher	
John McLaughlin	Teacher	
Stefanie McGarry	Guidance Counselor	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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 be active learners; 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. Our students receive on-site medical care, optometry, dental care and counseling services through our partnerships. These partnerships have helped us to improve attendance and support our families in the areas of need. We provide a well balanced program highlighted through the "3E's". We work together to ensure that our students are academically prepared, active learners, healthy and involved in contributing 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 supportive collaborative professional learning community. Our instructional focus this year is "we are refining our teaching practices using a variety of data sources to plan and ensure that each student is challenged and learning towards their highest potential." We work to engage our students in rigorous instruction that is relevant and has real world connections." We are a learning community of staff, students and parents working together to provide the best educational experience and opportunities to our children.

03M180 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	623	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	70.5%	% Attendance Rate		93.3%
% Free Lunch	67.8%	% Reduced Lunch		6.4%
% Limited English Proficient	6.8%	% Students with Disabilities		15.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		58.0%
% Hispanic or Latino	26.7%	% Asian or Native Hawaiian/Pacific Islander		2.1%
% White	8.8%	% Multi-Racial		3.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.76	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.81
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.6%	Mathematics Performance at levels 3 & 4		23.5%
Science Performance at levels 3 & 4 (4th Grade)	92.2%	Science Performance at levels 3 & 4 (8th Grade)		66.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

2014-15 Advance teacher data report indicated that Danielson's 3d. was the lowest rated component in Domain 3 for in Advance for teacher effectiveness. Observation feed back to teachers was directed for teacher development in using assessment data in planning and in monitoring students learning following lessons and unit studies. In doing so, teachers will be able to plan for students at all levels, differentiate instruction and provide targeted assistance and intervention to identified students to improve the performance of all students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teaching staff will gather, record and use literacy and math student assessments to track student progress using google docs platform to customized and differentiate instruction to plan CCLS aligned lessons that meet the needs of all students in their classroom. This will be evidenced by a 3-5% increase in the number of effective observations by teachers in the 3d. component of the Danielson's Framework "using assessments in instruction".

Part 3 – Action Plan

Part 4 – Budget and Resource Alignment

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

ICT and Classroom Teachers funded by sources indicated below, Title II funds utilized for professional development, materials and targeted small group instruction.

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

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, the Professional Learning Team will evaluate each grade level's progress and data trackers in Reading and Mathematics. The team will summarize student learning and will provide grade level summary and strategies in each subject area to improve outcomes. This group will also prepare targeted student list that will be used to provide additional support services for in and after-school Interventions.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Review of the 2013-14 to 2014-15 OORS data report revealed a 50% decrease in the number of Level 1 & 2 incidents reported in the OORS system. Further analysis indicated an increase of 50% in the number of Level 4 incidents in the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of the school staff will implement the PBIS program to improve student behavior and to reduce the number of level 4 infractions from 36% to 25% as reported in OORS for the 2015-26 school year. This will result in an 11% reduction in Level 4 occurrences in the school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The PBIS Team will implement the PBIS program in grades PK-8 during the 2015-16 school year. Teachers will implement Positive Behaviors Incentives and Supports school-wide including PBIS lessons and practice activities throughout the school. Teachers will also implement the Respect For All curriculum in their classrooms.</p>	<p>625 students</p>	<p>September 2014-June 2015</p>	<p>Assistant Principal Guidance Counselor Teachers</p>

			Social Worker Parent Coordinator SLT
The SIT Team members will participate as members of the PBIS Team and Committee. The Committee will be involved in a 6 weekly inquiry cycle in a PBIS initiative based on data from the 2014-15 OORS Report. The Team/Committee spearheaded the school-wide training of teachers, para-professionals on positive behavior strategies during the last week of June 2015. By September 2015, all staff members will be trained in the PBIS program and implementation will ensue through June 2016. The PBIS Committee will use school data including OORS reports, attendance, guidance and SBST referral rates to assess program effectiveness.	All students Student in referral	June 2015- June 2016	Assistant Principal School Psychologist Social Worker Guidance Counselor Teacher leaders from each grade
The PBIS program will be introduced in SLT and parents will have input on the implementation in the school. PBIS principles will be shared with parents during PTA meeting, Curriculum Night and on the school's website. The parent coordinator will conduct parent workshops with the PBIS Team to ensure parent participation school-wide of the program. Guidance staff will also conduct orientations for parents on the Discipline Code, Respect for All and the Common Sense Media Curriculum .	Parents, Guardians Student	September 2015-June 2015	Parent Coordinator SIT Team PBIS Committee
PBIS Assemblies, Trips, Promotion will take place throughout the school year to engage both students and parents in positive behavior incentives for improved student engagement. Parent Retreat planned for September for transparency and discussion on the Discipline Code, Uniform Policy, Cell Phone Policy, Bullying and other issues that have been trends of concerns by parents	Students Parents	September- June 2016	PTA Parent Coordinator SLT Principal Assistant Principal Teacher Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy used for staffing of guidance counselor and para-professional support to students. Funds allocated for parent workshops, instructional and incentive materials.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016, the PBIS team will review OORS data report to assess if we are on track for the 11% reduction in Level 4 infractions. The PBIS Committee will review the OORS Occurrence report and summarize data to share with the school staff. The PBIS Committee will review and share summary with recommendations based on OORS report review..

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Hugo Newman is a collaborative learning community that promotes and supports the learning of all members of the school, community leaders, teachers, students and parents. Collaborative structures are in place to support professional learning throughout the school to improve student achievement. This is evident during the 2014-15 school year by the teacher lead professional learning built on the foundation of teacher development in Japanese Lesson Study. Teacher leaders were developed to strengthen collaboration and shared accountability. This structure is continued evidenced this year with Committee work (Technology, Math, Literacy and PBIS), grade level team, administrative team and a Professional Learning Team all involved in professional learning and shared decision in the school. The 2014-15 Learning Environment Survey reported that 69% of teachers were willing to take risks to make the school better, this was the lowest rated component by teachers. We would like to improve this percentage because we know that it is important that teachers are challenged out of their comfort zone in order to grow professionally and to improve outcomes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will report on the Learning Environment Survey that they are willing to take risk by applying newly learned strategies and practices to improve student performance and make the school better.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers in grades K-8 will participate in professional learning cycles supported by a Math Consultant to improve pedagogical skills and student performance. Each grade level will receive professional development in CCLS aligned math instruction and lesson planning. Classroom and ICT Teachers will utilize mathematic data, rubrics and performance assessments to modify instruction to meet the needs of all learners.</p> <p>Cycle 1 Grades 3-5 September-November, Middle School October-December, Cycle 1 Grades K-2 January-March, Cycle 2 Grades K-5 & MS March-June,</p>	<p>44 Teachers</p>	<p>September 2015 –June 2015</p>	<p>Liz Irwin Principal Assistant Principal Teacher Leaders Math Committee</p>
<p>Classroom, ESL, ICT and SETTS Teachers will participate in self-selecting Professional Learning Communities (Literacy, Math, Technology and PBIS) to engage in inquiry in for improved school-wide learning in those areas. Inquiry will be focused in area target by data review in the content areas.</p> <p>Each PLC will receive professional development in the Inquiry Process and teacher leaders will facilitate a 6 week professional learning cycle that will include each committee presenting parent workshops in the content area.</p>	<p>35 Classroom Teachers 7 ICT Teachers, 1 ESL, 1 SETTS</p>	<p>October 2015-January 2016</p>	<p>Assistant Principals Teacher Leaders Consultants</p>
<p>ESL, SETTS, ICT will participate in a self-selected PLC (Literacy, Math, Technology or PBIS) and engage in inquiry learning. The teachers will be responsible for sharing resources, research in the respective areas ie. Special Education, IEP's, ELL monitor students progress, monitored through Engrade and through google docs. These teachers will utilize the administrative 40 minutes on Tuesday to plan small group support with classroom teachers to ensure appropriate strategies are shared and progress occurs with students.</p>	<p>9 Teachers ICT ESL, SETTS 1 Guidance Counselor 1 Social Worker</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal SIT Team</p>
<p>Parents will participate in developing a parent activities calendar. Parents will work on building and refining collaborative structures based on trust. Parents will plan and host a parent retreat that will include workshops, team building activities and committee assignments that will focus on parent outreach and</p>	<p>SLT PTA</p>	<p>August 2015- June 2016</p>	<p>Principal Parent Coordinator</p>

participation. S.P.E.A.R. Group "Students and Parent Engaged in Academic Readiness, will host Saturday Technology Labs and other workshops designed to build participation of the parents of our lowest performing students (Level 1's) and students identified as attendance risk, Title, ESL and SWD. Parent communication and information will be shared through monthly PTA meetings advertised on the school's website, Engrade the system that teachers directly communicate with parents and through newsletters and letters backpacked home. Parents will be involved in planning and attending Math Night, Literacy Night, Spelling Bee, Science Fair etc .			SLT PTA
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title 1, Title II, Title III funds will be allocated for Engrade, a professional consultant, instructional materials and after-school planning, per session, and other student activities.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, Grades K-2 & 3-5 will complete their Math PD cycle and submit a self evaluation survey on new learning indicating if risk was taken to improve practices. By March 2016 grades Middle School will complete their Math PD cycles and submit self evaluation of new learning/ Mid-year check using an inquiry evaluation rubric to assess teacher learning in the PBIS, Math, Literacy and Technology Committees. Calendar check lead by the Professional Learning Team on preparation for the Quality Review, implementation of google docs and the professional learning objectives on the PD Calendar. Check Calendar for implementation of Math Game Night, Literacy Night, Spelling Bee and collaborative planning with SLT and PTA.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The 2014-15 Advance Teacher Performance Data indicated that 2.84 of teachers were rated effective or highly effective in Danielson's 3d. " Using data to drive instruction". This was the lowest rated component in Domain 3 of the Danielson's Rubric. Improving teacher performance in this area will allow for improved planning and continuous measurement and monitoring of student progress for improved student performance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an improvement by 3-5% in teacher performance in Danielson's 3d and this will be evident in the Advance Teacher Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Danielson’s Framework used in feedback sessions to move teacher practice. Observation calendars will be developed and followed to ensure that teachers are observed frequently. Teachers observations will be tied to the instructional focus and professional development goals outlined in this plan. Administrative team meetings will take place to calibrate</p>	<p>Classroom teachers</p>	<p>September 2015-May 2015</p>	<p>Principal Assistant Principals</p>

teacher ratings and additional support will be provided through District support personnel. A professional development plan will outline monthly goals, feedback and next steps. The Administrative staff will work to develop communication and structures built on trust and mutual respect with teachers, parents and students.			
Students data on google docs will be used during observations to focus on how teachers are supporting ELL's and SWD's in the classroom. Supervisor feedback will be inclusive of supports for this population. Teachers will use student data to assign and provide intervention supports during lesson planning and during small group work.	General Education, ELL and SWD's	September 2015-June 2016	Principal Assistant Principal Teacher Professional Periods
Administrators and teachers will track ELL, SWD's and at risk student progress through google docs reports. ENL's and SWD's are expected to make at least one year's progress as measured by monthly running records and monitored on the google docs platform. All related service providers and para professional are required to access and utilize student data to plan and support students. Teachers will utilize student data to develop student goals, differentiated lessons for every level, develop rubrics to track assess student learning and progress. Administrators will monitor through observation and feedback teacher effectiveness in Danielson's 3d.	ELL,SWD's and at risk students	September 2015-June 2016	Principal Assistant Principal Classroom Teachers ELL Teacher ICT Teachers
S.P.E.A.R. "Students Parents Engaged in Academic Readiness" group inclusive of Principal, Assistant Principal, Parent Coordinator, PTA President and parent volunteers conduct outreach to Level 1 students parents (identified using NYS Tests BOY, MOSL and ongoing data provided by teachers to provide additional supports to these parents and students. Saturday programs, workshops, technology classes offered to build capacity, skills, strategies amongst this targeted group and their parents.	Level 41Students	October-June 2016	Principal Assistant Principals Parent Coordinator PTA President Parent Volunteers

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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title I, Title III funds used for instructional materials that support small group and achievement group work. Funds use for trips that support students content area learning and real work connections. Parent Title 1 funds used for retreat and workshop to build trust and develop parent awareness of curriculum learning.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 70% of observations of teachers will be completed by the administrative staff. Summary of student data and progress will be completed. All teachers will monitor and track progress of the students in their class and as a grade using the google docs platform. RTI List for progress and/or reassignment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the Quality Review report it was noted that P.S./I.S. 180 has many partnerships that ensure that student are receiving supports that address the social, emotional, physical and academic needs of students in order to meet the goals set in the beginning of the year. Students receive immunization shots and health care services that have resulted in improved attendance and health of our students. Students receive optometry services that targeted students in need of eye glasses to address an inhibitors to students academic success. Dental services are also provided to students on site helping parents reduce loss work time and improving overall health of our students. These services has helped us to support our parents in maintaining our students health and well being. Our partnerships also serve to provide our students with enrichment opportunities that develop pro-social and emotional skills and relationships in children and families. In light of all of the supports and services that we provide to students and families, last year the 2014-15 parent survey yielded only a 37% participation rate.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will implement Parent Involvement Committees in the SLT and PTA to improve parent participation in the school and this will a 3-5% increase in parent participation in the 2016 Parent School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A Parent Involvement Committee will be established within the SLT that will be responsible for representation at the PTA and sharing of information at the SLT Meetings. The Parent Involvement Committee's goal is to improve parent participation in school events and in the 2016-16 Parent Survey. The Committee Members will inform and promote parent participation throughout the school.</p>	<p>Parents PK-8</p>	<p>October - June 2016</p>	<p>SLT Members PTA Members Staff Principal</p>
<p>The School Leadership Team and the Parent Teacher Association will identify representative volunteers from SWD population, ENL parent population to participate in parental involvement activities planned for the 2015-16 school year. These representatives will work to outreach these parents in target area activities are inclusive of to support improved parent engagement and student performance . Translations to languages other than English will be provided at events, workshops and activities. Parent Tuesday's will be utilized for parent outreach and involvement, this will be monitored by the Parent Coordinator and Administration through google docs and Tuesday, Visitor Log. Engrade our online grading system that parents can access will be utilized so that parents can keep track of their childrens grades and progress throughout the school year. Workshops will be provided on Saturday's to for parent training in accessing student information through Engrade, DOE etc.</p>	<p>Parent</p>	<p>September 2015-2016</p>	<p>Principal Assistant Principal COMPASS Director</p>
<p>Parent Retreat planned to build trust amongst the constituency. Team building activities to establish trust will be incorporated into the day's agenda to include establishing committees for yearly calendar of parental involvement activities. Presentation on PBIS, Respect for All and the Discipline Code will be included for parent development.</p>	<p>Parents K-8</p>	<p>December 2015-June 2016</p>	<p>Principal Assistant Principal Parent Coordinator PTA President Parents PK-8</p>
<p>Grade 2 & Grade 3 Early Intervention Series for parents will be implemented to provide strategies for student success in Reading Vocabulary, Comprehension and Test Taking Skills. A Math Learning Parent Seminar is planned to support parents in learning</p>	<p>Parents Students</p>	<p>January 2016- June 2016</p>	<p>Assistant Principal Inquiry Committees</p>

and supporting their children with developing higher level math skills.

Part 4 – Budget and Resource Alignment

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

Title I, Title III funds used for Engrade System, professional development, per session for teachers, refreshment for workshops, retreat, consultants.

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

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, Calendar check SLT Parent Involvement Committee represent at table at November PT Conference to begin campaign for participation and share information about the March Parent Survey. Representative from ENL and SWD to represent Parents from targeted group at lobby table. Parent Tuesday Log Monitored for progress in Tuesday Parent Outreach.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	DRA Running Records Gates Magenty Assessment	Fundations Wilson Language Power Great Leaps Sounds and Motion Raz Kids MyOn	Small Group Tutoring Wilson Target Group Great Leap Target Group for Fluency Focus Reading for comprehension	After-School During the school day
Mathematics	CCLS Aligned Interim Assessments Go Math Unit Tests CMP3 Unit Test	Engage NY Georgia Math CGI - Cognitive Guidede Instruction Math Talks Exemplars	Small Group Teachers work with small groups of students during Professional Periods	After-school During the school day
Science	Science Assessments	Regents Lab Prep At Risk Lab Support	Small Group	During School Day After-school
Social Studies	Unit Test	McGraw Hill American History	Small Group One to one	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Family Support Team, PBIS Referral	PBIS, Respect for All, Common Sense Media	One to one Small Group Advisory Groups	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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	Schoolwide 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
District 03 support through monthly Principal and Assistant Principal meetings , consultants for teacher training, visitations to Showcase School , DOE Professional Development offerings, webinars, conferences and workshops throughout the school year. Teacher lead PLC's share practices, literacy and math learning walks.

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 and the District Director of Pre-kindergarten Programs. 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.

June 2015, the 2015-16 year MOSL committee will be formed and teachers from each grade will be solicited to participate in assessing MOSL data and determining MOSL selection for the 2015-16 school year. The MOSL/Professional Learning Committee will receive training to conduct MOSL and MOTP Advance professional development to staff in September 2016 and throughout the school year.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	269,663.00	X	11, 14, 16, 20
Title II, Part A	Federal	111,808.00	X	16, 20
Title III, Part A	Federal	11,200.00	X	16, 20
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,470,641.00	X	11

¹Explanation/Background:

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

This Parent Involvement Policy (PIP) is developed to ensure the following goals to increase parent engagement at the Hugo Newman College Preparatory School are achieved. Parent involvement has proved through research to have a positive effective on student's academic progress and achievement. Students who have parent who regularly participate and support their learning outperform those whose parents are not as involved. Students of actively engaged parents adapt easier and are better prepared for tests and other academic challenges. Students achieve more when parents expect more. We are a community of learners and this includes teachers, students and parents, we work together to for the benefit of our children. We expect that our PIP will increase social consciousness and the responsibility that will foster an eagerness in our parents to support academic excellence and work with all members of our school community to help our children meet their highest potential.

- To ensure that Hugo Newman College Preparatory School P.S./I.S. 180's Title 1 students have actively involved and engaged parents we:
- Distribute a Parent Guide at the beginning of each school year, this guide explains how parents can be involved through PTA, SLT, and other events and workshops throughout the school year
- Provide orientation to new program and workshops in accessing curriculum, programs, technology to support their children in learning
- Provide parents of students with IEP's a guide to provide you with information about rights, procedures and information on how to support your child with disabilities.
- Foster open communication based on trust and mutual respect so that parents have access and feel comfortable to ask for assistance when needed. Parents are encouraged to comment, suggest and share ideas with the SLT and PTA for shared decision making with staff and the administration.
- Provide information and notices in their language and have translation available at meetings and workshops.
- Provide professional development workshops and other personal and career advancement opportunities.

P.S./I.S. 180 Parent Involvement Policy was created after careful assessment in meetings, surveys and one-on-one conversations with parents/guardians including those of ENL 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 1 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 outreach, plan workshops and provide educational materials that meet the needs of parents and students in the Title 1 program.

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

- Involve parents in the planning, review and evaluation of the Title 1 Program as outlined in the Comprehensive Educational Plan.
- Encourage parents to support school level committees and be members of the School Leadership Team, Title 1 Parent Committee and the Parent Teacher Association.
- Conduct dual language and ELL parent workshops for Title 1 and Title III parents in the school's ENL and Dual Language Program.
- Conduct the student-parent academic "**SPEAR**" (**Students & Parents Engaging in Academic Readiness**) workshops which include the following initiatives:
 1. SPEAR Math Game Night
 2. SPEAR Test Prep - Literacy and Mathematics Workshops
 3. Middle and High School Preparation/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 1 Parental 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 shared 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 to the school's accountability system ie. Engrade, Parent Tuesday's, Report Cards and Progress Reports. The Promotion In Doubt process and intervention services to support students. The Parent Survey, Quality Review Report and the Title 1 Program and funding.
- Schedule PTA meetings in the morning and evening and provide outreach during parent teacher conferences, Curriculum night and other parent involvement events.
- Conduct the required Annual Title 1 Parent meeting on or before December 1st of each school year to advise parents of participation in the Title 1 Programs, Title 1 funded programs in the school and their right to be involved under the Title 1, Part A Section 1118.
- Host family multicultural events.

Hugo Newman College Preparatory School PS/IS 180 will further encourage school level parental involvement by:

- Conducting educational family events/activities throughout the year.
- Encouraging meaningful parent participation on School Leadership Team, PTA, and Title I Committee.
- Maintain the Parent Coordinator to liaise between the school and families and provide parent workshops, outreach based on the assessed needs of our students' parents. Parent Coordinator will ensure that the school's environment is welcoming and inviting. All events and activities planned for parents each month and file a report with central office.
- Have a parent volunteer award and presentation event to encourage active parents to continue good deeds and address their student academic skill needs and how they can help.
- Utilizing online tools like Volunteer Spot.com to record and manage parent involvement in events. This will provide the parents with clear needs and responsibilities of all school wide events.

- Translating all critical school documents, notices, and materials available for ELL families.

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

School Responsibilities

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities

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

Student Responsibilities:

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

Hugo Newman Parent/School Compact below: 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 rigorous, interesting and challenging lessons that promote higher level thinking, problem-solving and student achievement
- 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
- participate in professional development opportunities that improve teaching and learning
- participate in collaborative decision-making and work with colleagues and families to make our school a welcoming place
- provide high quality instruction that meets the needs of every student in my class and to provide supports that assist each student in meeting 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 my teacher, classmates and all members of our school community

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 television 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 attention and proper nutrition
- regularly monitor my child's progress in school
- participate at school in activities that include attending Parent Teacher Conferences, PTA Meeting volunteering, fund-raising and other ways to contribute to our school community
- communicate the importance of education and learning to my child
- respect and trust the school, staff, students and families in our school community

Staff Signature_____

Student Signature_____

Parent Signature_____

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: <u>P.S. 180 Hugo Newman</u>	DBN: <u>03M180</u>
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: <u>30</u>
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
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ 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 with students to support them 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 students in pushin and pull out to achieve classroom objectives and classwork with success. ELL teacher assist students in organizing and completing classwork, research projects and homework assignemnts. ELL techer utilized technology and software programs in helping student in developing English language skills, vocabulary and background knowledge so that students are able to make connections in their learning.

- 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 and practice on instructional level reading.

Small Groups will be scheduled after-school on Wednesdays and Thursdays 2:20-4:20 to provide intervention and support. Student will receive an additional 1 hour per week small group instruction to support students in completing their course and class assignments with a level of success.

Intervention Groups will meet from November to April for a total of 20 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.

- ELL Teacher Co-Plan with Classroom Teachers.

Part C: Professional Development

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

ENL and Dual Language Teachers will participate in professional learning - ie. Dual Language Committee to build alignment amongst the grades in teaching practices, analyze data and make curricular changes and decisions based on trends and student data.

Math Training in Number Talks, Cognitive Guided Instruction and use of Math Exemplars to help teachers develop math strategies, conceptual reasoning and number sense in students.

ELA Professional Development will be focused on Danielson's 3b. "questioning and discussion in the classroom and 3d. "using data to drive instruction. so that our ENL and Dual Language teachers are learning effective and highly effective practices in these areas.

ENL and Dual Language Teachers will participate in class intervisitations so that they are sharing strategies and collaboratively aligned in their planning and instructional practices.

Maravilla's Training

Estrellita Training

MyOn 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 ENL and Dual Language students

Evening and 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- November 2015-April 2016

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 	<u>\$4500</u>	<u>After-school intervention program for ENL students for support in Reading, Mathematics and content area courses. Parent Workshops, Dual Language Committee professional learning and planning sessions.</u>

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.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>—</u> <u>2500.00</u>	<u>Consultant Fees for Professional Development in ELA and Mathematics</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$7200.00</u>	<u>Dual Language Textbooks</u> <u>Spanish Level Library Sets</u> <u>Content Area reading materials</u>
Educational Software (Object Code 199)	<u>\$2000.00</u>	<u>RAZ Kids On-Line Reading Program</u> <u>MyOn On-Line Reading Program</u>
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11,200.00</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 180
School Name Hugo Newman College Preperatory School		

B. Language Allocation Policy Team Composition

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

Principal Lana Fleming	Assistant Principal Kristen Marren/Maureen Sulliva
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Kelly Shenoda	School Counselor Stephanie McGarry/Carlos Ortiz
Teacher/Subject Area Emily Shaw Dual Language	Parent Mildred Peguero
Teacher/Subject Area Tiffany Chrzanowski Dual Langu	Parent Coordinator Khadija Wilson
Related-Service Provider type here	Borough Field Support Center Staff Member Fanny Castro
Superintendent Iene Altschul	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	600	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	5

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	10	0	0	0	0	0	0	0	0	0
ENL	8	0	0	4	0	2	5	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	3	19	6	14	1	20													0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
26

Number of students who speak three or more languages: 1

Freestanding English as a New 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	3	6	1	1	0	1	1	1	4					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	0	0	1	0	0	1	0	0					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	2	0	0	0	0	1	2	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	0	0	0	0	0	0	0	0					0
Emerging (Low Intermediate)	1	0	1	0	0	1	0	0	3					0
Transitioning (High Intermediate)	0	0	0	2	0	0	0	0	1					0
Expanding (Advanced)	1	7	0	0	0	0	3	3	0					0
Commanding (Proficient)	4	1	0	0	0	2	0	2	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	0	3	5	1	1	3	2					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		1		1		0		0
4	1		1	1	0		0		0
5	1		0		0		1		0
6	4		2		0		0		0
7	5		1		0		0		0
8	1		0		0		0		0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exams				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our Dual Language program uses Estrellitas to assess Spanish literacy Skills. In English, all ELLs are assessed using Fountas and Pinnell (Phonemic Awareness, DRA (Reading Level), and TCRWP (Writing). This data is shared with all service providers to identify the strengths and weaknesses of our ELLs. We have found that, with collaboration between classroom teachers and Integrated providers, we can target specific skills to be worked-on during one-on-one and small group work.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Most students improve on a continuum from year to year as indicated by scores on the NYSITELL and NYSESLAT. Speaking and Listening are the first modalities in which students excel, followed by Reading, and finally Writing. Students who enter the school in the Early Childhood years (Pre-K - 2nd Grade) have the most success in progressing quickly through language acquisition levels. Standardized test data from 2014-15 reveals that ELLs are progressing at an appropriate rate in ELA and Math, however former ELLs, may need additional support in Math.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our School uses the Annual Measurable Achievement Objective tool to carry-out a more detailed analysis of the NYSESLAT. This tool allows us to better design programs for ELLs and make data-driven decisions that accelerate achievement. The AMAO reveals that our ELLs struggle in Writing. It also reveals that upper grade ELL-SWDs dropped language levels.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - All of our ELLs are taking periodic assessments in English. All data reveals that ELLs need additional support in Mathematics
 - School leadership and teachers meet weekly to discuss the results of ELL periodic assessments and design instruction based on their results.

- c. The school is learning that ELLs generally take longer, but are able to master the same skills as their peers. The home language is used, when possible to support ELLs in their learning as well as to share results of periodic assessments with parents.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
For all ELLs who score below the specified performance levels on the NYSESLAT, our school determines additional support services to provide. These services are aligned to any intervention plans provided to all students. We provide additional support in Math. All teachers are receiving professional development to include Math games, manipulatives, and other ELL teaching strategies. Small group instruction rotations are conducted throughout the week. We also conduct level 1 group interventions once per week.
6. How do you make sure that a student's new language development is considered in instructional decisions?
In making instructional decisions we consider a student's new language development by creating language goals (What we are looking for) for each lesson. ENL instructor hosts professional development workshops for classroom teachers as to how to include targets of measurement in their planning. Professional development Mondays are utilized for teacher communication in utilizing students' new language development in making instructional decisions. Tuesday PD time is used to communicate this information to parents.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- a. EPs are assessed in Spanish through the DRA, Go Math, and Estrellitas.
- b. By 5th grade EPs should reach a commanding level of proficiency in Spanish
- c. Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Student progress is measured periodically through the DRA. The expectation is one year's growth as measured by running records. For ELLs annual progress is measured through the NYSESLAT.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
The identification of ELLs is a process divided into four steps. At registration English and Spanish speaking parents either meet with Kelly Shenoda, our school's ENL teacher or set up a time to meet with her. Parents whose preferred language is not English or Spanish communicate with Mrs. Shenoda through the DOE's translation unit. At this time parents fill-out the HLIS and are interviewed by Mrs. Shenoda. Mrs. Shenoda then interviews the students and determines their eligibility to take the NYSITELL. This step is followed by the administration of the NYSITELL and of the Spanish LAB for students who are newly identified whose home language is Spanish. The entire process is completed within 10 days of a student's enrollment.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Newly identified ELL students in grades 3-8 are evaluated through student work and the SIFE Oral Interview Questionnaire within the first week of enrollment. If a gap of 2 or more years is determined, Mrs. Shenoda will also administer the Literacy Evaluation for Newcomers to those students. She will communicate with the student's teacher. This will be completed within 30 days of enrollment.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
If a student with an IEP is determined to have a home language other than English our school's Language Proficiency team will meet to determine the student's eligibility for the NYSITELL. This team will be made up of Carolyn Dugan (SETTS), Kelly Shenoda (ENL), Stephanie McGarry and Carlos Ortiz (Guidance Counselors), the child's parent or guardian, and the student's classroom teacher. This process will be completed within 20 days. Mrs. Shenoda will interpret for Spanish-speaking parents. Parents who speak other languages will be accommodated over the phone through the DOE Translation Unit.
- Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL is scanned, Kelly Shenoda will determine the score by looking up the RLAT report in ATS and immediately distribute entitlement and non-entitlement parent notification letters within five school days in the parents' preferred home language. To ensure that notification is received, parents are asked to sign and return a portion of the letter.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Parents are informed through the entitlement letter that they have the option to appeal an ELL status within 45 days of enrollment. They will be notified that they must hand-in a written request to initiate the re-identification process. After the receipt of this letter, the school will have 10 days to administer the ELL Identification Process a second time (20 days if the CSE must be consulted)

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are given Kelly Shenoda's contact information in the entitlement letter sent home in their preferred language, as well as the date and time of a scheduled orientation (within 10 school days of enrollment), to learn about program choices. Mrs. Shenoda is available every Tuesday from 2:20-3:35 to answer any parent questions and calls parents to remind them of the orientation. Parents are shown the online program choice video in their preferred language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Kelly Shenoda monitors parent program choice and parent surveys by keeping a log of meetings, phone calls, and emails as well as copies of every letter sent home. A log of all program choice forms is kept to determine the need for the creation of a TBE/DL program. All correspondence is in parents' preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Copies of all Parent Survey and Program Selection forms are kept in a secure location in the school's ENL classroom. Kelly Shenoda monitors forms that have not been completed and returned and contacts those families on a weekly basis.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the Parent Survey and Program Selection forms are completed, Kelly Shenoda distributes placement parent notification letters in parents' home language by distributing them to classroom teachers within 10 days of enrollment.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is copied and organized in a binder and kept in a secure location in our ENL classroom. Original letters are distributed to parents. A copy is also placed in students' cumulative folders. The original version of the HLIS is placed in cumulative folders.

11. 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.

NYSESLAT eligibility is determined through ATS. Students are first individually administered the Speaking section of the NYSESLAT by Kelly Shenoda. She then groups students into grade bands (K, 1-2, 3-4, 5-6, and 7-8). Each group is administered the three sections of Listening, Reading, and Writing. If a student is absent for any of the testing days, make-up days are set within the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

After printing the RLAT list from ATS, continued entitlement and transitional support parent notification letters in the parents' preferred language, are distributed by Kelly Shenoda, to the appropriate students, through their classroom teachers.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Spanish speaking parents of students in grades K-2 at our school have consistently chosen the Dual Language program (1 in 2013, 6 in 2014, and 5 in 2015). Parents of students who speak another language (not English or Spanish) have consistently chosen the ENL program. (1 in 2013, 5 in 2014, and 1 in 2015).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

ELLs are grouped together in one class at each grade level and travel together as a group. Stand-alone study is conducted by the ENL teacher in a separate classroom. Integrated study is conducted by the ENL teacher and classroom teacher in the grade level classroom. ENL instruction for entering students is comprised of 180 minutes of stand-alone study and 180 minutes of integrated study in the ELA classroom. Emerging students receive 90 minutes a week of stand-alone ENL and 270 minutes of integrated study in the ELA classroom. Transitioning and Expanding students are instructed for 180 minutes per week in the ELA classroom. Commanding students receive 90 minutes per week of integrated ENL in the ELA classroom.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Our Dual Language program is in its 3rd year. We have added one DL class per grade level, beginning with Kindergarten each year. Currently there is one Dual Language class per grade level in Kindergarten-2nd Grade. Students remain with the same classroom teacher for the year and instruction is divided into 50% English and %50 Spanish every day.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Stand-Alone ENL is delivered by a K-12 certified ESOL teacher. Integrated ELA and Content Area instruction is delivered by an ESOL teacher and an ELA or Content Area teacher in tandem. ENL instruction for entering students is comprised of 180 minutes of stand-alone study and 180 minutes of integrated study in the ELA classroom. Emerging students receive 90 minutes a week of stand-alone ENL and 270 minutes of integrated study in the ELA classroom. Transitioning and Expanding students are instructed for 180 minutes per week in the ELA classroom. Commanding students receive 90 minutes per week of integrated ENL in the ELA classroom.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content is delivered in the ENL classroom through the following programs: Go Math (K-5) and Connected Math (6-8), Social Studies (Houghton Mifflin (K-5) and MacDougal Littell (6-8)), Science (Foss). Our dual language program uses Spanish versions of the same programs. Language development is fostered according to the principles established in the World-Class Instructional Design and Assessment (WIDA) framework as well as the QTEL (Quality Teaching of English Learners (QTEL) approach.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are formally assessed in Spanish using Maravillas, Go Math, and DRA Spanish monthly. Informal assessments are teacher created and ongoing.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs are appropriately evaluated in all four modalities by planning well-rounded lessons with built in assessments, which include each of the four modalities. Students are formally assessed monthly using the DRA and Go Math assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Once a student is identified as a SIFE, they are supported through home language instruction, explicit instruction in literacy skills, and scaffolded support from an ENL instructor. If native language instruction is not available, a SIFE is supported through scaffolded instruction and technological support.
 - b. Newcomer students are supported to home language instruction, which is gradually phased-out as well as scaffolded instruction from an ENL instructor. If native language instruction is not available, a newcomer is supported through scaffolded instruction and technological support.
 - c. Developing ELLs are supported through scaffolded instruction including the front-loading of vocabulary in an integrated classroom environment.
 - d. Long Term ELLs are supported through scaffolded instruction and are also targeted to take-part in our school's Title III after-school program for extra support.

Chart students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Between 6 and 12 months of re-identification, the principal reviews the decision to make sure that the student's academic progress has not been adversely affected. The principal consults with a qualified staff member (classroom teacher and ENL teacher), the parent/guardian, and the student. This team reviews classwork and assessments to determine academic progress.

8. 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-SWDs use the Wilson Phonics program, Words Their Way for ELLs, as well as principles and strategies presented in WIDA and QTEL. These programs and strategies scaffold instruction, providing access to academic content and accelerating English language development.

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

ELL-SWDs are enabled to achieve their IEP goals through integrated instruction either in a co-teaching model or through SETTS push-in. All ELL-SWDs also receive the appropriate ENL services according to their language level. When possible, all services are provided through an integrated model. ELL-SWDs are placed in inclusive classrooms to maximize time spent with non-disabled peers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

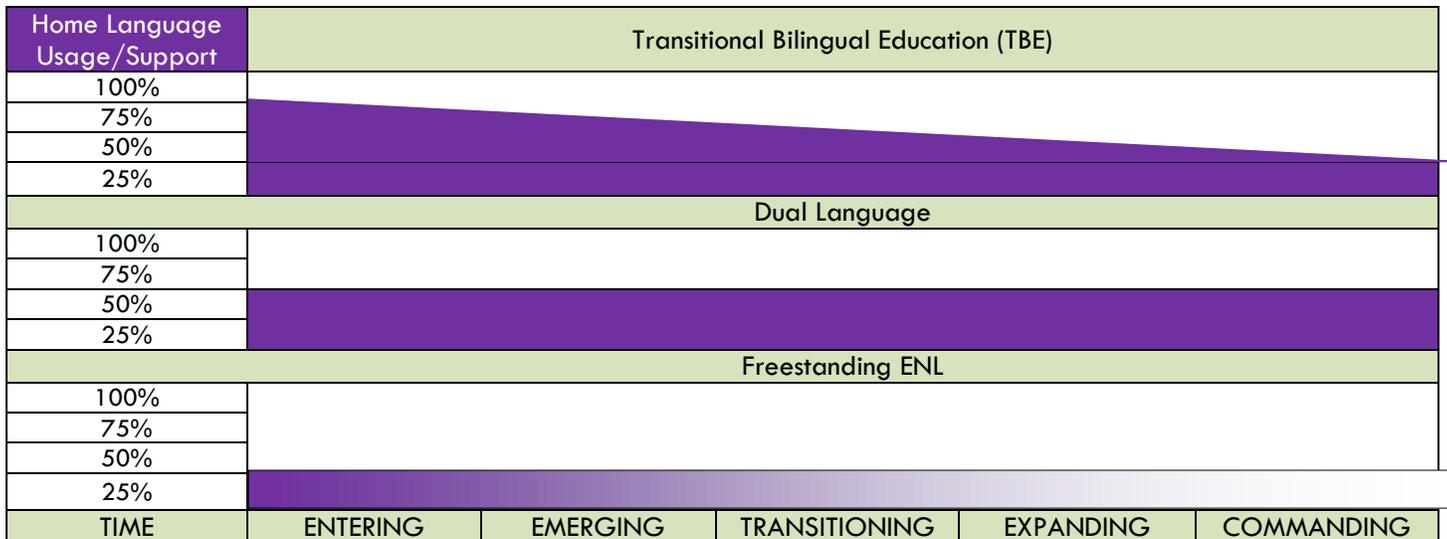


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELL students who are determined to be at risk in ELA, Math or other core content areas are targeted through our Title III after-school program. Any student who is a long-term ELL, whose language level is Entering or Emergent, or who has not shown adequate progress on the NYSESLAT from the previous school year is targeted for this program. When possible, instruction is given in the native language. During the school day, ELL students at risk in ELA or Math are given daily targeted, small-group instruction and work in weekly intervention groups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current Spanish Dual Language program is meeting the needs in both content and language development through scaffolded instruction in %50 Spanish and %50 English. Our current ENL program is meeting the needs of ELLs by providing extra support in both content and language development from a certified ESOL teacher. Our ENL teacher notifies and works with all teachers of ELLs to ensure that students are receiving instruction, which is effective for both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year we plan to add a 3rd Grade Dual Language class. Our ENL teacher will take part in professional development cohort meetings with other ENL teachers from the districts. Our Dual Language teachers will continue to receive professional development from Maravillas. We will use a portion of our Title III funds to purchase literacy materials specifically designed for ELLs.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs in 3rd -8th Grade are eligible to participate in our school's Sports and Arts Foundation after school program. At risk ELLs will participate in our Title III after school program. Notices for both programs are sent home in the parents' preferred language. Sports and Arts activities provide equal opportunity for participation by being non-language dominant activities. The Title III program is structured for one-on-one or small group support from our ENL teacher.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All of our classrooms are equipped with a Smartboard, allowing teachers to provide visuals and engaging activities for ELLs. ELL students can access literacy materials online through Raz-Kids. Grade level teams have built ELL supports into their content area curriculum maps. Newcomer ELLs are given access to Duolingo, an online language learning tool. Math, Social Studies, and Science materials are utilized in Spanish for all native Spanish speaking ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the Dual Language program home language support is delivered through %50 instruction in English and %50 in Spanish. In the ENL program Spanish support is delivered by our bilingual teacher. Other languages are supported utilizing dictionaries and online resources. The following materials are utilized in both English and Spanish: Go Math and Connected Math, Harcourt Mifflin and McDougal Littell (Social Studies) and Foss (Science).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
When creating curriculum maps, grade level teams build-in ELL supports and resources. Our ENL teacher meets regularly with classroom teachers to plan lessons that support ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We recommend summer programs for ELLs such as PAL, and the Fordham Summer Reading Program. Newly enrolled ELLs are assigned a classroom buddy who speaks their home language. School counselors are available to assist with the assimilation process.
19. What language electives are offered to ELLs?
Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

- a. Our dual language model is self-contained. EPs and ELLs are mixed heterogeneously by grade level. %50 of daily instruction is in English and %50 in Spanish.
- b. Core content areas are taught switching languages weekly (the roller-coaster model). For example, weeks 1, 3, 5, etc of Science are taught in English and weeks 2, 4, 6, etc. are taught in Spanish.
- c. Each language is separated using color-coding and separate areas of the room. English words are written in blue and Spanish in red.
- d. Both languages are taught simultaneously in emergent literacy. English proficient students are assessed in Spanish through the DRA (Spanish version).

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ENL teacher will take part in professional development cohort meetings with other ENL teachers from the district. She will meet regularly with classroom teachers of ELLs during Monday's built-in professional development time after school. Our Dual Language teachers will continue to receive professional development from Maravillas. Dual language teachers will also meet regularly for cross-grade ELL planning. All staff will be provided with professional development outlining ways to provide ELLs with equal access to academic content. Our ENL will lead meetings in December and March.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ENL and Dual Language teachers are offered professional development including sessions offered through the NYC department of education as well as in school sessions offered by our ENL teacher covering how to address language progression, demands, scaffolds, and supports.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELL students transitioning from our elementary to middle school continue using the same facilities and are serviced by the same ENL teacher. ELL students wishing to transfer to another middle school are given recommendations of schools with services to meet their needs. Guidance counselors are given professional development in order to assist ELLs as they transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
In accordance with CR Part 154.2, %15 percent of all teacher professional development and %50 of dual language/ENL teacher development is geared to language acquisition. This includes a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. Attendance is taken at all meetings and agendas are filed in teachers' files. These sessions will take place on Mondays from 2:20-3:35.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meetings with parents of ELLs are scheduled during built-in Tuesday professional development time (2:20-3:35). During this time teachers of ELLs and parents discuss the goals of the program, language development progress, language proficiency assessment results and language development needs. Spanish and French speaking staff are available for translation. Other languages require interpretation from the NYCDOE translation unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

A sign-in log is kept for all annual individual meetings and phone calls with ELL parents. Copies of all letters sent home are kept on file. For parent orientation meetings a log is kept of attendance records, staff members present at the orientation and languages used other than English.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Dual language parent meetings are held 3 times a year. Parents are encouraged to volunteer in the classroom and are sent to Learning Leaders training. Each Spring we hold a cultural celebration specifically targeting the participation of ELL parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not currently
5. How do you evaluate the needs of the parents?

Program selection forms are kept on file. Surveys are sent home to ELL parents to assess questions and topics to be addressed at parent meetings.

6. How do your parental involvement activities address the needs of the parents?
Staff members are available for translation in Spanish and French. Other languages are interpreted through the NYCDOE translation and interpretation unit.

D. Additional Information

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

Paste response here:

School Name: <u>Hugo Newman College Prep 180M</u>		School DBN: <u>03M180</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lana Fleming	Principal		10/27/15
Kristen Marren	Assistant Principal		10/27/15
Khadyjah Wilson	Parent Coordinator		10/27/15
Kelly Shenoda	ENL/Bilingual Teacher		10/27/15
Maryum Opa	Parent		10/27/15
Tiffany Chrzanowski	Teacher/Subject Area		10/27/15
Emily Shaw	Teacher/Subject Area		10/27/15
	Coach		1/1/01
	Coach		1/1/01
Stefanie McGarry	School Counselor		10/27/15
Ilene Altschul	Superintendent		10/27/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 03M180 **School Name: Hugo Newman College Preparatory Sch**
Superintendent: Ilene Altschul

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences of the parent community are assessed through student registration, part III of the Home Language Identification Survey (HLIS), and is updated each year on Emergency Contact Cards. These preferences are recorded in ATS.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, French, Mandinka, Fulani

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual Handbook, online newsletters, monthly calendar, parent-teacher conference announcements, Sports and Arts in the Schools Foundation after school program information, Title III after school information, New York State testing dates, Book Fair announcements, general overview of student curriculum, supplies list, letters from school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night (September), parent-teacher conferences (November, March, May), Pre-K parent orientation, teacher and guidance counselor calls to parents, Dual Language parent meetings (December, April)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services of documents in Spanish and French will be provided by bilingual school staff. Arabic translation will be provided by the Translation and Interpretation Unit. Mandinka and Fulani translation will be provided by parent volunteers.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services in Spanish and French will be provided by bilingual school staff. Interpretation services in Arabic will be provided over-the-phone by the Translation and Interpretation Unit. Mandinka and Fulani interpretation services will be provided by parent volunteers.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

An email will be sent out to all staff as to how to use the over-the-phone interpretation service. This information will be reiterated at a staff meeting. The Palm Card will be attached to the email and a printed copy will be distributed to teachers in their mailboxes.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster , Parents' Bill of Rights, and Language ID Guide will be posted at the security desk and in the main office. Copies of the Parents' Guide to Language Access will be sent home with students and extra copies will be kept in the office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will conduct an annual survey to gather feedback from parents. We will also direct them to the online feedback form at: <http://schools.nyc.gov/Offices/Translation/default.htm>