2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 03M180
School Name: P.S. 180 HUGO NEWMAN
Principal: JENECIA PARKER
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Hugo Newman College Preparatory School
School Number (DBN): 03M180
BEDS Code: 310300010180
Grades Served: Pre-K through 8th Grade
School Address: 370 West 120th Street, New York, NY 10027
Phone Number: 212-678-2849
Fax: 212-665-1572
School Contact Person: Surita Nelson
Email Address: snelson@schools.nyc.gov
Principal: Jenea Parker
UFT Chapter Leader: Velda Cambronne
Parents’ Association President: Kurt Eldridge
SLT Chairperson: Velda Cambronne
Title I Parent Representative (or Parent Advisory Council Chairperson): Genisha Metcalf
Student Representative(s): none
CBO Representative: Olympia Wilson (Sports & Arts in Schools Foundation)

District Information

Geographical District: 03
Superintendent: Ilene Altschul
Superintendent’s Office Address: 154 West 93rd Street, New York, NY 10025
Superintendent’s Email Address: IAltschul@schools.nyc.gov
Phone Number: 212-678-5857
Fax: 212-222-7816

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Manhattan</th>
<th>Yuet Chu</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>333 7th Avenue, New York, New York 10001</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:YChu@schools.nyc.gov">YChu@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>917-705-5856 212-356-7567</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax:</td>
</tr>
</tbody>
</table>
**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeneca Parker</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Velda Cambronne</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Dennis Morgan</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Dethress Lesley</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Genisha Metcalf</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Olympia Wilson</td>
<td>CBO Representative(Sports &amp; Arts in Schools Foundation)</td>
<td></td>
</tr>
<tr>
<td>Matthew Auth</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Micole Murray</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Vusumuzi Sibanda</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Stefanie McGarry</td>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Shante Hinson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our core values are deeply rooted in a culture of CARE: collaboration, arts &amp; inquiry-based learning, reflection, and empowerment. As a caring community of innovators and leaders, we strongly believe that</td>
</tr>
<tr>
<td>• learning is constructed through social interaction and experience;</td>
</tr>
<tr>
<td>• children develop confidence in their own voice if they have the opportunity to creatively examine new ideas from multiple perspectives and generate innovative solutions to challenging real-world problems;</td>
</tr>
</tbody>
</table>
• the habitual practice of self and peer reflection, feedback, and monitoring of goals leads to improved teaching and learning; and
• ownership of learning intersects at passion, strengths, and confidence.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Who We are

Hugo Newman College Preparatory School – PS/IS 180 is located at 370 West 120th Street in the heart of Harlem. We know that the education of every child begins at home and is a continued partnership between parents, educators, and the community. We are poised and prepared to meet the needs of every child that passes through our doors. We are a collaborative community of students, teachers and parents working together to ensure that that our children meet their fullest potential.

What Makes us Unique

We believe in offering inclusive high-quality educational experiences for all students. On each grade, we have an Integrated Co-teaching (ICT) classroom model. Collaboratively, one general education teacher and one special education teacher work together in the same classroom to support and teach children with and without identified disabilities. All students benefit from this inclusive level of support.

Also, we offer Dual Language (DL) as an option for families in grades Pre-K through 5th Grade; it is a form of education in which students are taught literacy and content in two languages. One out of the three classes on each grade is Dual Language (English/ Spanish). Our DL program started in the 2013-2014 year in Kindergarten. Children have the opportunity to graduate elementary school as bilingual and biliterate. Students receive instruction in English on Mondays and Wednesdays, and students receive all core content instruction with full-day Spanish immersion on Tuesdays and Thursdays with Fridays alternating between the two languages. Both English Language Learners and native English speakers develop a positive sense of self and increased appreciation of cultures.

PS/IS 180 has long standing community based partnerships that assist us in meeting our goals. With all of our community partners, we work together to ensure that our students are healthy, academically prepared, active learners, and fully involved in contributing to their community and larger society. Our students receive on-site full medical care, at-risk mental health services, vision services, dental care, and play therapy sessions through our partnerships with the Ryan Health Center, SUNY Optometry, Columbia Dental, and NYU School of Social Work. These partnerships have helped us to improve attendance and support our families in various areas of need. In addition to these health services, we focus on the whole child through our arts programming. To promote the academic and social-emotional development of youth, we partner with a variety of organizations to deliver enriching academic and recreational programming opportunities available throughout the school day and/or after school:

• PK-5th Grade: Roads to Success (after school)
• K-8th Grade: Police Athletic League (after school)
- PK & K: Ballet Hispanico (during the school day)
- PK- 2nd Grade: Studio in a School (during the school day)
- 1st- 8th Grade: Recess Enhancement with Roads to Success & NY Edge (during the school day)
- 2nd Grade: Asphalt Green Swimming Program (during the school day)
- 1st- 5th Grade: Chinese language classes through NYC Mandarin (after school)
- 3rd Grade: Maritime and Aquarium Project (family and teacher activity on the weekend)
- 3rd & 4th Grade: Chess in Schools (during the school day)
- 3rd- 8th Grade: Midori & Friends (residency during the school day and instrumental lessons after school)
- 5th & 8th Grade: Ballroom Basix (during the school day)
- 6th- 8th Grade: CREW Advisory program through NYC Outward Bound (during the school day)
- 6th-8th Grade: Architecture residency through Studio in a School (during the school day)
- 6th-8th Grade: Columbia University STILE program to support Genius Hour (during the school day)
- 6th -8th Grade: NY Edge (after school)
- Additional after-school activities include: Chess, Mock Trial, Debate Team, Flag Football, Basketball, Cheerleading, Baseball, Track & Field, and much more

Our students are challenged in their math learning through Number Talks to build mental math, math fluency and mental computation strategies. They also are challenged in solving real life math problems using deep, rich and rigorous "Exemplar" problems as well as Common Core aligned "Cognitive Guided Instruction" story problem types. Our students are engaged in rigorous instruction that is relevant and has real world connections. In English Language Arts (ELA), students experience Lucy Calkins’s Units of Study series for Opinion, Information, and Narrative Writing. At PS/IS 180, all curriculum across PK-8 is student-centered, responsive, and assessment based.

In middle school, we shift the ownership of discussing areas of celebration and priority areas from teachers to students at Student Led Conferences. We foster excellence in our students so that they meet their highest potential and are prepared for the college and career of their choice.

Our teachers and paraprofessionals receive ongoing professional development and on-site consultancy support from the following outside organizations to strengthen our pedagogical practices:

- Teacher's College Reading & Writing Project (ELA)
- Southern Cross Consultancy (Mathematics)
- Hyrdoponics Lab and sustainability support with NYSunWorks (Elementary Science)
- Urban Advantage for scientific inquiry (Middle School Science)
- NYC Mastery Collaborative (mastery-based learning support in Grades 6-8)
- Computer Science 4 All (Technology)
- NSF- funded Systemic Inquiry Learning Project through Columbia University (cross content areas)
- Morningside Center for Teaching Social Responsibility & Fordham University (Grades 3 & 4 only)
- Responsive Classroom (PK-8 social-emotional learning program)

Our teachers are regularly engaged in professional learning throughout the school year that supports the academic, and social-emotional needs of all of our students. Every member of our staff is engaged in Professional Learning Inquiry Cycles that foster improved teaching and student learning. We are a learning community of staff, students and parents working together to provide the best educational experience and opportunities to our each and every child.
Hugo Newman College Preparatory School is a community united in providing a high-quality educational experience to all of our students. At PS/IS 180, we are dedicated to serving all students, regardless of abilities. We are transforming education by creating systems and structures that align to the specific needs of each student while ensuring all scholars meet the same learning outcomes needed to be ready for college and careers. For 2018-19, our school-wide Instructional Focus is to provide a personalized learning experience and continuous relationships among students, where faculty know each student individually and work to address his or her academic and social needs. We are grounded in the following theory of action: If we provide students and families with data and information towards goals and if we build choice and flexibility into classroom learning experiences, then students will develop skills and confidence needed to make informed decisions about their learning, take agency over their learning, progress, goals, and ultimately engage and achieve ambitious goals.

3. Describe any special student populations and what their specific needs are.

We offer students with special needs services according to their individual education plan (IEP). Currently, our services include models of SETSS and ICT. We also offer students counseling, speech therapy, occupational and physical therapy as well as other services according to their IEP. For counseling services before we recommend an IEP, we work closely with the Ryan Health Center to provide mental health services to at-risk students, and we also partner with NYU School of Social Work for interns to use therapeutic play to prevent or resolve psychosocial challenges. In addition to supporting students with a disability, our speech therapist uses the research-based Sounds in Motion program with classroom teachers to support early phonemic awareness and articulation stimulation in early childhood classrooms. We also have an out-of-classroom full-time Intervention Teacher trained in the Wilson Reading System to provide literacy support in small groups using the Orton-Gillingham model. For students with limited English proficiency, we have a full-time English as a New Language teacher who provides a combination of push-in and pull-out services to improve language acquisition. Students receive a wealth of services throughout the school day when an academic and/or social-emotional need has been identified.

4. Identify 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.

Within the Framework for Great Schools, the key area that we have made the most progress is Strong Family and Community Ties. We have well-functioning SLT and PTA boards that have experienced growth in parent involvement and activism. We also have developed new community partnerships that support our students' social and emotional growth and in a target area of engaging our higher performing students so that they continue to grow academically, socially and emotionally so that they are prepared to apply, get accepted, and succeed in competitive high schools.
School Demographics and Accountability Snapshot for 03M180

School Configuration (2018-19)

Grade Configuration: PK,0K,01,02,03,04, 05,06,07,08
Total Enrollment (2017-18): 545
SIG Recipient (Y/N): No

English Language Learner Programs (2018-19)
Transitional Bilingual: N/A
Dual Language: YES
Self-Contained English as a Second Language: N/A

Special Education Programs/Number of Students (2015-16)
# Special Classes (ELA): 2
# SETSS (ELA): 19
# Integrated Collaborative Teaching (ELA): 90
# Special Classes (Math): 2
# SETSS (Math): 17
# Integrated Collaborative Teaching (Math): 89

Types and Number of Special Classes (2018-19)

# Visual Arts: 15
# Music: 15
# Drama: 17
# Dance: 15
# CTE: N/A

School Composition (2017-18)
% Title I Population: 72.0%
% Attendance Rate: 91.8%
% Free Lunch: 66.2%
% Reduced Lunch: 5.0%
% Limited English Proficient: 7.0%
% Students with Disabilities: 16.1%

Racial/Ethnic Origin (2017-18)
% American Indian or Alaska Native: 0.6%
% Black or African American: 51.6%
% Hispanic or Latino: 29.5%
% Asian or Native Hawaiian/Pacific Islander: 2.4%
% White: 10.8%
% Multi-Racial: 5.7%

Years Principal Assigned to School (2018-19): 1.1
# of Assistant Principals (2016-17): 4
% of Teachers with No Valid Teaching Certificate: 0%
% Teaching Out of Certification: 13%
% Teaching with Fewer Than 3 Years of Experience: 17%
Average Teacher Absences: 11.5

Student Performance for Elementary and Middle Schools (2017-18)
ELA Performance at levels 3 & 4: 36.7%
Mathematics Performance at levels 3 & 4: 25.4%
Science Performance at levels 3 & 4 (4th Grade): 88%
Science Performance at levels 3 & 4 (8th Grade): 43%

Student Performance for High Schools (2017-18)
ELA Performance at levels 3 & 4: N/A
Mathematics Performance at levels 3 & 4: N/A
Global History Performance at levels 3 & 4: N/A
US History Performance at Levels 3 & 4: N/A
4 Year Graduation Rate: N/A
6 Year Graduation Rate (2011 Cohort): N/A
Regents Diploma w/ Advanced Designation: N/A
% ELA/Math Aspirational Performance Measures (2015-16): N/A

Overall NYSED Accountability Status (2018-19)
Reward: No
Recognition: N/A
In Good Standing: Yes
Local Assistance Plan: No
Focus District: Yes
Focus School Identified by a Focus District: No
Priority School: No
Focus Subgroups: N/A

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)
American Indian or Alaska Native: N/A
Black or African American: N/A
White: N/A
Multi-Racial: N/A
Students with Disabilities: NO
Limited English Proficient: N/A
Economically Disadvantaged: YES
ALL STUDENTS: YES

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
American Indian or Alaska Native: N/A
Black or African American: N/A
Hispanic or Latino: NO
Asian or Native Hawaiian/Other Pacific Islander: N/A
White: N/A
Multi-Racial: N/A
Students with Disabilities: NO
Limited English Proficient: N/A
Economically Disadvantaged: NO
ALL STUDENTS: NO

Met Adequate Yearly Progress (AYP) in Science (2016-17)
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: NO
Limited English Proficient: N/A
Economically Disadvantaged: YES
ALL STUDENTS: YES

High School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)
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: NO
Limited English Proficient: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
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: NO
Limited English Proficient: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: N/A

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
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: NO
Limited English Proficient: N/A
Economically Disadvantaged: N/A
ALL STUDENTS: 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Data Analysis demonstrating Strengths:

- Since 2015, we have seen a 1.6% increase in student achievement in Grades 3-8 ELA performance. We attribute this positive movement to our renewed work with Teachers College Reading and Writing project.
- Also, we have seen a 1% increase in student achievement in Grades 3-8 mathematics performance. We attribute this growth with our implementation of Number Talks school wide and in-depth coaching supporting with Southern Cross Consultancy.
  - In the 2017-18 school year, our K-5 classrooms experienced TERC Investigations units of study.

Data Analysis demonstrating Priority Needs:

- According to 2017-18 Advance MOTP data from teaching observations, 75.8% of teachers were rated Effective in the Danielson component 3C Engaging Students in Learning. This highlights an area of growth within our pedagogical practices to ensure there are multiple opportunities for flexible groupings where students are grouped according to the instructional purpose and students are provided choice with learning tasks.
- NYC School Survey results revealed that Rigorous Instruction was rated two points lower (1.6) than the citywide average (3.6).
- 78% of students positively responded that "they are learning a lot in their classes at their school to prepare them for the next level or grade" compared to a 91% citywide average.
- 62% of students positively responded that "they work in small groups" compared to a 67% citywide average.
- 79% of teachers positively responded that "students feel challenged" compared to an 84% citywide average.
- According to the 2017-18 Quality Review report, the reviewer stated, "Across classrooms, multiple entry points into the curricula were inconsistently provided to students. Work products and discussions inconsistently demonstrated high levels of student participation." PS/IS 180 was rated Developing in the area 1.2 Pedagogy on the Quality Review Rubric.
- In 2017-18, 70% of students in Grades K-5 were reading at or above grade level, and 76% of students in Grades 6-8 were reading at or above grade level by June 2018.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, through ongoing professional development K-8 teachers will employ WIN Team structures to support students’ personalized learning in literacy, resulting in 80% students reading at or above grade level measured by Fountas & Pinnell running records.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

**Research-based Instructional Program Needed to Impact Change:**

Personalized Learning: Learning that is tailored to the preferences and interests of various learners, as well as instruction that is paced to a student’s unique needs. Instead of education being something that happens to the learner, personalized learning is something that occurs as a result of what the student is doing, with the intent of creating engaged students who have truly learned how to learn.

**What this looks like and sounds like in Grades K-5:**

**WIN Wednesday (What I Need)**

- Time: 1x per week in 6-week cycles
- Purpose: Targeted Intervention & Enrichment literacy support for all students in grades K-5 with phonics, fluency, comprehension, grammar, writing composition, etc.
- Setting: Small group of 10-15 students flexibly grouped across the grade
- Staff: 4-5 teachers per WIN grade team

**What this looks like and sounds like in Grades 6-8:**

**Afternoon WIN (What I Need)**

- ELA: Social Justice Book Clubs
- (1-2x per week)
- Purpose: Opportunity to practice and master Shared Outcomes in flexible groupings across the grade

**Genius Hour**

- Time: 2x per week in small groups
- Purpose: To foster Inquiry, Choice, and Innovation in STEAM classrooms as students explore passions and then create projects and/or design solutions
- Presentation: Three times per year, students present their work in a Roundtable Format to a panel of adults, including their parent(s)/guardian(s), their STEAM advisor, and other school and community members.

The Instructional Cabinet will meet twice a month to plan and design the roll out of WIN teams. The Cabinet will continue to meet in the winter and spring to review and assess the effectiveness of professional learning to build capacity of staff and implementation of personalized learning across the school.

**Professional Development and Systems/Structures to Impact Change:**

- Monday Professional Learning Time will be used for WIN Teams to meet vertically and horizontally for planning, review of data, and refinement of practice purposes.
- On-site coaching support will be provided by consultants through TCRWP as well as coaching from literacy coach and Assistant Principals.
- On-site coaching support from Universal Literacy Specialist for Early Childhood in Grades K-2
- Grades 6-8 will receive additional support from Columbia University STILE program for Genius Hour support

<table>
<thead>
<tr>
<th>Classroom Teachers K-8</th>
<th>late October 2018- June 2019</th>
<th>Teacher teams (horizontal and vertical), Consultants, &amp; Administration</th>
</tr>
</thead>
</table>

**Strategies to address the needs of Students with Disabilities:**

A special education certified teacher will be on each WIN Team to support the diverse learning needs and support in differentiating the content, process, and resource materials.

**Strategies to address the needs of English Language Learners:**

A bilingual extension and/or ENL Service Provider will be on each WIN Team to support the diverse language acquisition needs of learners across the grade.
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Curriculum night is scheduled at the beginning of the school year in September. Parents are given a thorough overview of the curriculum in all content areas, student handbook, and expectations are also shared and agreed upon through the School Compact. Also, our first Principal Parent Coffee Chat in September is devoted to the topic: personalized learning at PS/IS 180 and what WIN periods look like.

As the Instructional Focus and WIN Team models are introduced to students, information will be provided to families on how to support their child at home in literacy. Parent-friendly guides will be shared monthly.

### 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.

- Part-time instructional coaches to coach teachers, support professional learning communities, and serve as Lab Sites for highlighted promising practice(s)
- Consultant support with TC Reading and Writing Project
- NSF-grant awarded for Systemic Transformations in Inquiry Learning Experiences (STILE) program with Columbia University
- Per session funds for Assessment Team 2x per month
- Grade-level team weekly meetings during Common Planning Time
- Instructional Team weekly meetings during Common Planning Time
- Inquiry Cycles during Monday Professional Learning time (80 minutes)
- Per diem applied for inter-visitations
- Danielson Framework for Teaching Rubric

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 2019, at least 75% of students will be on or above grade level benchmarks.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- F&P reading levels

#### Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Data Analysis demonstrating Strengths:

- According to the 2017-18 Quality Review report, PS/IS 180 was rated Proficient in School Culture (1.4 Positive Learning Environment and 3.4 High Expectations).
- According to the 2017-18 ECERS-R report for effectiveness of Pre-K programming, PS/IS 180 received an overall component 6.4 out of 7 in positive student Interactions, compared to a 5.2 citywide average. Specifically, in the subareas of General Supervision of Children, Discipline, and Staff-Child Interactions we received a perfect score of 7 out of 7.
- We analyzed the location and time of day of incidents and discovered that less structured times of day like lunch/ recess previously accounted for a large number of incidents. Therefore, with the generous support of the PTA, we were able to provide a well-structured recess program with coaches from Asphalt Green and Roads to Success for Grades 1-8 lunch.

Data Analysis demonstrating Priority Needs:

- Review of the school survey revealed that in the area of Supportive Environment there was only 60% positive responses in this category.
- Further review of the NYC School survey revealed that only:
  - 66% of teachers responded that "a lot or all of the adults at their school recognize disruptive behavior as social-emotional learning opportunities" compared to a 75% citywide average.
  - 44% of students responded that "in most or all of their classes, their teachers support them when they are upset" compared to a 56% citywide average.
  - 43% of teacher responded that "adults at their school have access to school-based supports to assist in behavioral and emotional escalations," compared to a 75% citywide average.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, all Grades PK-8 teachers will implement social-emotional learning curriculum, assemblies, and routines, such as Responsive Classroom's Morning Meeting/ Closing Circle (Gr. PK-5) and Outward Bound CREW (Gr. 6-8), that will result in a 5% increase in positive responses on the 2018-19 School Survey Supportive Environment Category.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research-based Instructional Program Needed to Impact Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsive Classroom (Grades PK-5)</strong></td>
</tr>
<tr>
<td>- There are many components to Responsive Classroom. However, in our second year of implementation, we will target our school-wide focus on Morning Meeting and Closing Circles. Our objective is to create systems and structures that prioritize the work of building community. To ground our work together this year, we will focus on the following guiding principles: “Teaching social and emotional skills is as important as teaching academic content.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-8 Teachers</td>
<td>October 2018- June 2019</td>
<td>Assistant Principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NYC Outward Bound CREW (Grades 6-8)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- To address the school improvement area of Community, Culture, and Character Building, PS/IS 180 is partnering with NYC Outward Bound to enhance our middle school advisory program with the instillation of CREW in the 2018-19 school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-8 Teachers</td>
<td>October 2018- June 2019</td>
<td>Assistant Principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Needed to Impact Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsive Classroom (Grades PK-8)</strong></td>
</tr>
<tr>
<td>- Using the PD Kit from Responsive Classroom, Social Emotional Learning Team members will lead on-going school-wide staff professional learning refreshers on Morning Meeting and Closing Circles during Monday professional learning time.</td>
</tr>
<tr>
<td>- Close reads of texts in a book study will include:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-8 Teachers</td>
<td>October 2018- June 2019</td>
<td>Assistant Principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK-8 Teachers</strong></td>
<td><strong>October 2018- June 2019</strong></td>
</tr>
<tr>
<td><strong>Assistant Principals</strong></td>
<td><strong>Social Worker</strong></td>
</tr>
<tr>
<td><strong>Social Worker</strong></td>
<td><strong>Guidance Counselor</strong></td>
</tr>
<tr>
<td><strong>Guidance Counselor</strong></td>
<td><strong>Teacher leaders from each grade</strong></td>
</tr>
<tr>
<td><strong>Teacher leaders from each grade</strong></td>
<td><strong>Social Emotional Learning Committee</strong></td>
</tr>
<tr>
<td><strong>Yardsticks: Children in the Classroom Ages 4-14</strong> by Chip Wood</td>
<td><strong>Morning Meeting Ideas (K-2) and (3-5)</strong> by Susan Lottanzi Roser</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>On-site consultant observation and feedback visits</td>
<td></td>
</tr>
</tbody>
</table>

**NYC Outward Bound CREW (Grades 6-8)**

- Opportunity for school-to-school inter visitation with neighboring Outward Bound Schools to see CREW advisory live in action.
- Monday Professional Learning time will prioritize CREW planning and sharing of best practices
- On-site consultant support pushing in to classrooms twice a month

**Ongoing Systems/Structures to Support Change:**

- **Morning Meeting & Closing Circles:** Daily sessions in Grades PK-5 to positively promote a climate of trust, academic growth, and positive behavior by launching and closing each school day with a purposeful whole class gathering. Sessions are led by classroom teacher with push-in support provided by the Culture & Climate Coach
- **CREW:** Bi-weekly advisory sessions occurring twice a week with a small group of 10-15 students in Grades 6-8. Sessions are led by teachers, coach, counselors, after school staff, and administrators. Ratio is 6:1 with each student known well by at least one adult. The focus is to build community and prioritize character development
- **Jaguar Jumpstart:** Grade-level weekly assemblies in Grades 1-5 to focus on character building (Monday- First Grade, Tuesday- Second Grade, Wednesday- Third Grade, Thursday- Fourth Grade, and Friday- Fifth Grade) led by Roads to Success support staff
- **Town Hall:** Grade-level assemblies in Grades 6-8 to empower youth to question, investigate, and explore topics of interest related to equity, safety, and college/career readiness. Sessions are led by the Culture & Climate Coach
- **Jaguar of the Month:** School-wide assembly with families and the local community to celebrate student achievements in academics and citizenship
- Teachers will also implement the Respect For All curriculum in their classrooms
100% of classrooms will share and collect the School Compact and teach students the School Creed to build common culture and responsibility in our school environment.

Weekly, the Social Emotional Learning Team meets to analyze trends in student data and determine next steps for groups of students.

Monthly review of OORS data by the School Safety Team and administrative cabinet.

SLT to create school survey similar to NYC School Survey and administer in January 2019. Data will be disaggregated by SLT for progress monitoring.

- There will be a continuation of the Social Skills group at lunch led by a guidance counselor. Additional reassignment of guidance and support staff will be based on monthly monitoring of OORS data report.
- Play therapy sessions for at-risk youth offered by NYU School of Social Work interns.
- Mental health services will be offered by Ryan Adair Health Center.
- Restorative Justice and TCIS deescalation support provided by Culture & Climate Coach.

3b – Parent and Family Engagement

Outward Bound & Responsive Classroom approaches will be shared with parents during PTA meetings and on the school’s website.

The parent coordinator will conduct parent workshops with the Social Emotional Learning Team to ensure parent participation of the school-wide of the program.

The annual Parent Picnic and other parent workshops will share information on the School Compact, School Creed, Uniform Policy, Cell Phone Policy, Bullying and other issues that have been trends of concerns by parents.

Guidance staff will also conduct orientations for parents on the Discipline Code, Respect for All and the Common Sense Media Curriculum.

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.

- Consultancy support with Responsive Classroom
- Consultancy support with NYC Outward Bound
- Social Emotional Learning (SEL) Team to meet during Common Planning Time
- Inquiry Cycles during Monday Professional Learning time (80 minutes)
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SPW</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, there will be a 65% positive rate on the Supportive Environment section for teachers in PK-8 and students in grades 6-8 of the school-administered survey by this time.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

**Assessing Student Progress:**

- School-developed Grades 6-8 student survey based on NYC School Survey questions

**Assessing Teacher Progress:**

- School-developed teacher survey based on NYC School Survey questions

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>The 2017-18 Quality Review cited, &quot;the majority of teachers are engaged in</td>
</tr>
<tr>
<td></td>
<td>structured, inquiry-based professional collaborations. Teachers self-select</td>
</tr>
<tr>
<td></td>
<td>into different leadership roles and committees.&quot; The impact of this work is</td>
</tr>
<tr>
<td></td>
<td>that &quot;teachers’ collaborations promote the instructional shifts such as</td>
</tr>
<tr>
<td></td>
<td>academic language and have strengthened their instructional capacity.</td>
</tr>
<tr>
<td></td>
<td>Teachers have a voice in key decisions that affect student learning across</td>
</tr>
<tr>
<td></td>
<td>the school.&quot;</td>
</tr>
<tr>
<td></td>
<td>In the area of 4.2 Teacher Teams &amp; Leadership Development on the Quality</td>
</tr>
<tr>
<td></td>
<td>Review rubric, PS/IS 180 was rated Proficient in 2017-18.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal</td>
<td>There has been a steady decline in teacher satisfaction with collaborative</td>
</tr>
<tr>
<td></td>
<td>and action plan for this Framework element?</td>
</tr>
<tr>
<td></td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td></td>
<td>Data Analysis demonstrating Priority Needs:</td>
</tr>
<tr>
<td></td>
<td>There has been a steady decline in teacher satisfaction with collaborative</td>
</tr>
<tr>
<td></td>
<td>opportunities. From 2015 to 2017, the survey element score has dropped from</td>
</tr>
<tr>
<td></td>
<td>3.29 (2016) to 2.99 (2017), and then most recently to 1.55 (2018).</td>
</tr>
<tr>
<td></td>
<td>The NYC School Survey revealed that &quot;Teacher Innovation and Teacher</td>
</tr>
<tr>
<td></td>
<td>Responsibility&quot; satisfaction rating was 9% lower than the citywide average.</td>
</tr>
<tr>
<td></td>
<td>Further review of the NYC School survey revealed that only:</td>
</tr>
<tr>
<td></td>
<td>71% of teachers agreed or strongly agreed that &quot;they had opportunities to</td>
</tr>
<tr>
<td></td>
<td>work productively with colleagues at their school on professional</td>
</tr>
<tr>
<td></td>
<td>development,&quot; compared to an 85% citywide average.</td>
</tr>
<tr>
<td></td>
<td>24% of teachers said that they have influence over the selection of</td>
</tr>
<tr>
<td></td>
<td>instructional materials used in classrooms</td>
</tr>
<tr>
<td></td>
<td>49% of teachers said that they have influence over standards for student</td>
</tr>
<tr>
<td></td>
<td>behavior.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the teaching staff will work in collaborative professional learning communities to improve positive teacher responses by 5% on Collaborative Teacher section of the NYC School Survey.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Horizontal Teaming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>October 2018- June 2019</td>
</tr>
<tr>
<td>Grade Team Leads</td>
</tr>
<tr>
<td>Instructional Cabinet</td>
</tr>
</tbody>
</table>

- Classroom Teachers: Grade-level curriculum planning and refinement teams meet weekly during Common Planning Time led by a Grade-Team Lead
- WIN Team members: Classroom teachers across the grade plus support team staffer meet weekly on Mondays in an inquiry cycle

<table>
<thead>
<tr>
<th>Vertical Teaming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>October 2018- June 2019</td>
</tr>
<tr>
<td>Grade Team Leads</td>
</tr>
<tr>
<td>Instructional Cabinet</td>
</tr>
</tbody>
</table>

- WIN Team members: Classroom teachers in the same area of expertise meet weekly within grade-bands on Mondays in an inquiry cycle


WIN Grades 3-5 Groups: Phonics & Accuracy, Writing Process, Grammar, Writing about Reading, and Non-fiction Reading Comprehension

<table>
<thead>
<tr>
<th>School-wide Interest Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>October 2018- June 2019</td>
</tr>
<tr>
<td>Grade Team Leads</td>
</tr>
<tr>
<td>Instructional Cabinet</td>
</tr>
</tbody>
</table>

The following teacher teams will meet monthly to plan a minimum of two events and/or professional learning sessions:

- Texts & Diverse Resources Budget Committee
- Family Literacy/ Math Game Night Committee
- Sunshine & Staff Appreciation Committee
- Social Emotional Learning Team
- Assessment Team

<table>
<thead>
<tr>
<th>Instructional Cabinet:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>October 2018- June 2019</td>
</tr>
<tr>
<td>Grade Team Leads</td>
</tr>
<tr>
<td>Instructional Cabinet</td>
</tr>
</tbody>
</table>

The Instructional Cabinet, comprised of instructional coaches, grade-team leads, and administration, will be charged with driving the Instructional Focus of the school and assessing our effectiveness to meet our goal and benchmarks as a school community.

SLT to create school survey similar to NYC School Survey and administer in January 2019. Data will be disaggregated by SLT for progress monitoring.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will engage and support families understanding of Collaborative Teachers through SLT, PTA and also through our various committees that have parent representation. The Dual Language Family Committee will work closely with our administrative team. Also, we will utilize the designated time during Parent Tuesdays to schedule orientations, workshops and planning for improved parent understanding of collaborative teachers and to promote more collaboration between parents and teachers.

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.

- Bloomz for parent communication
- Inquiry Cycles during Monday Professional Learning time (80 minutes)
- Horizontal Teaming to meet during Common Planning Time
- Special Interest Groups to meet during extended time
- Per session funds for Assessment Team and Instructional Coaching
- Danielson's Framework for Teaching Rubric

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 February 2019, there will be a 5% improvement in positive teacher responses on the school-created survey.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Assessing Teacher Progress:

- School-developed teacher survey based on NYC School Survey questions

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Data Analysis demonstrating Strengths:

- All teachers received Advance Overall ratings of Highly Effective or Effective in 2016-17 school year; therefore, no teachers received a Teacher Improvement Plan in 2017-18.
- In the 2017-18 Quality Review Report, our area of celebration identified by the reviewer was 3.4 High Expectations. The report cited, "School leaders consistently convey high expectations to staff through weekly memos, ongoing feedback and professional learning aligned to the Danielson Framework for Teaching. Using various online platforms, the school provides ongoing information to families regarding student progress toward college and career readiness." The impact to date was cited as "ongoing communication and support by school leaders around classroom visits support teachers’ understanding and awareness of expectations for teaching and learning. Communication from school leaders and teachers help families understand student progress toward expectations."

Data Analysis demonstrating Priority Needs:

- According to the NYC School Survey, 56% of teachers agreed or strongly agreed that "the principal makes clear to the his or her expectations for meeting instructional goals," compared to an 89% citywide average.
- 54% of teachers say that "the principal encourages feedback through regular meetings with parent and teacher leaders," compared to an 89% citywide average.
- 68% of teachers reported that "the principal sets high standards for students learning," compared to a 93% citywide average.
- Previous teacher leadership opportunities only included Grade Level Chair. For the 2018-19 school year, we have added additional teacher leadership opportunities to include Instructional Coaches, Committee Chairs, as well as Grade Level Chairs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 50% of teachers will take on leadership roles through the implementation of a distributive leadership model. This will be measured by a 50% increase on the "Effective School Leadership- Teacher Influence" section of the school survey resulting in a score of 1.5.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Cabinet</td>
<td>Instructional Coaches</td>
</tr>
<tr>
<td>Grade-Level &amp; Department Committees</td>
<td>PK-8 Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
<th>What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Cabinet</td>
<td>September 2018- June 2019</td>
</tr>
<tr>
<td>Grade-Level &amp; Department Committees</td>
<td>October 2018- May 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Instructional Cabinet | Principal  
Assistant Principals |
| Grade-Level & Department Committees | Principal  
Assistant Principals  
Instructional Coaches |

---

**Instructional Cabinet**

On a weekly basis, the following Instructional Leads will meet with administration to engage in Shared Decision-Making regarding curriculum, instruction, and professional learning. The instructional cabinet is designed to: (1) improve collegiality among professionals; (2) create a dynamic community of adult learners; and (3) promote continued school renewal.

- Literacy Coach
- Math Coach
- Mastery-based Learning Coach

Instructional Cabinet to create a school survey with questions similar to NYC School Survey and administer to teachers in January 2019. Data will be disaggregated by Instructional Cabinet.

---

**Grade-Level & Department Committees**

On a weekly basis, teachers will meet in grade teams and periodically in vertical teams to manage and monitor the data for students, brainstorm interventions, and target instruction for groups of students. Academic teacher teams also lesson plan together and refine curricula together to meet the needs of diverse learners. Each grade/department team will have a Team Lead. Team Leads will meet with the Instructional Cabinet 4x per year.
School-wide Committees

- Equity & Access Team
- Sunshine Committee
- Culturally Responsiveness Committee
- Social-Emotional Learning Team
- Literacy/ Math Parent Engagement Committee
- STEM Initiative Group
- Assessment Team

On a monthly basis, the aforementioned committees will meet to plan and track goals, engage in inquiry, and lead at least 2 staff development workshops and/or community events. Each committee will have a Lead. Committee Leads will meet with administration 3x per year.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The School Leadership Team will work to share information within the PTA on the structures in place for teacher leadership, parent leadership and student leadership within the school. This will be a topic of discussion during SLT in the Agenda throughout the school year. We will also utilize the parent Tuesday time to provide share sessions on the leadership expectations, structures and opportunities throughout the school year.

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.

- Monday Memo emailed to staff on a weekly basis
- Bloomz parent communication technology
- Administrative Cabinet weekly meetings
- Instructional Cabinet weekly meetings
- Grade/ Dept. weekly meetings
- Committee monthly meetings

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, there will be a 63% positive rate on the Supportive Environment- Teacher Influence section of the school-created survey by this time.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
| School-created survey with questions from the Teacher Influence section of the NYC School Survey |

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Data Analysis demonstrating Strengths:

- In the 2015-16 Quality Review report it was noted that PS/IS 180 has many partnerships that ensure that students 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 target students in need of eyeglasses to address any inhibitors to students academic success. Dental services are also provided to students on-site which helps reduce loss of work time for parents. These services have helped us support our parents in maintaining our students health and well-being.
- In the 2017-18 Quality Review report, PS/IS 180 was rated Proficient in all seven areas within School Culture & Structure for Improvement.
- According to the NYC School Survey, "91% of families say that school staff work hard to build trusting relationships with families" and "96% of families say that teachers and families think of each other as partners in educating children."

Data Analysis demonstrating Priority Needs:

- On the 2015-16 parent survey participation increased from 10% to 47% of parents participation in the NYC School Survey. The increased participation of parents provides a measurable parent view on academic, student programs, parent outreach and initiatives. High survey participation allows us to make improvements to programs and services. In the 2016-17 school year, we did not meet the goal of a 5% increase; we actually experienced a decline by 4% with only 43% participation rate. With that said, for the upcoming year our team; SLT and PTA will coordinate efforts to increase parent participation to 50% in the 2018-19 school year.
- According to the NYC School Survey, 86% of parents report that "they feel well-informed by the communications they receive from their school," compared to a 93% citywide average.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be an increase in parent participation at events resulting in a 10% increase in student achievement for students performing in the lowest third as measured by Fountas & Pinnell running record data.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>

#### Curriculum Night:

- To better accommodate families who have more than one child enrolled and wish to hear both presentations, we have expanded our event to flexibly include two session options. Both sessions will review the same information. Families with one child enrolled will have the flexibility to choose which session is more convenient for them. Translation services will be available. For interested families, we will also have free childcare available.

<table>
<thead>
<tr>
<th>All Families</th>
<th>September 20, 2018</th>
<th>Principal Assistant Principals Parent Coordinator Grade Team Leads</th>
</tr>
</thead>
</table>

- **5:00- 5:30 Live Jazz & Mingle with a host of our Community Partners**
- **5:30- 5:50 Principal’s Welcome Address in auditorium**
- **6:00- 6:45 Session I (Grade team presentations and individual classroom visits)**
- **7:10- 8:00 Session II (Grade team presentations and individual classroom visits)**

#### Principal-Parent Coffee Chats:

- On a monthly basis, parents are invited to engage in town hall discussions and visit classroom(s) with the Principal. Examples of session topics include but are not limited to Mastery Based Grading 101, Bullying Prevention, Power of Our Words Responsive Classroom approach, Guided Math Games, Number Talks, Book Club, Genius Hour, and many more.
- The format of the Coffee Chat consists of short Principal presentation, Guest speaker introduction, student/teacher share with a classroom visit, followed by Parent Q&A and brainstorming session to further improve our school-wide practice in a given area.

<table>
<thead>
<tr>
<th>All Families</th>
<th>September 2018- June 2019</th>
<th>Principal Parent Coordinator</th>
</tr>
</thead>
</table>
**Student Led Conferences (SLC):**

- All middle school students will prepare for SLC during CREW advisory class. These advisory groups are purposefully small with 10-15 students per teacher. The purpose of this class is to reflect by prioritizing time to set individual goals, monitor goals and Shared Outcome grades, self-assess their portfolio of work, and prepare for the fall and spring Parent-Teacher Night events.
- Opportunities to complete the NYC School Survey will be made available at this event.

<table>
<thead>
<tr>
<th>Grades 6-8 Students, Teachers, &amp; Parents</th>
<th>September 2018- June 2019</th>
<th>CREW Advisors Parent Coordinator</th>
</tr>
</thead>
</table>

**School-wide Communication Platform:**

- Staff will be able to communicate safely through our online communication platform, Bloomz. Through the app, teachers can send classroom updates, share photos/videos, privately message with a parent, send event reminders, coordinate volunteer sign-ups and parent conference appointments, and send real-time communication of students' portfolio work.
- Administrators and Parent Coordinator can send class-level, grade-level, and/or school-level instant mass communication as an email, text message, or app notification. Flyers, pictures, and videos can be sent to families, as well.

<table>
<thead>
<tr>
<th>All Families</th>
<th>September 2018- June 2019</th>
<th>Teachers Parent Coordinator</th>
</tr>
</thead>
</table>

**Parent Involvement Committee:**

- A Parent Involvement Committee will be established within the SLT that will be responsible for representing and sharing information to the PTA and other parent meetings. The Parent Involvement Committee’s goal is to improve parent participation in school events and in the 2018-19 parents' NYC School Survey. The Committee Members will inform and promote parent participation throughout the school including fund-raising and outreach to ENL parent populations.
- SLT Parent Involvement Committee will conduct outreach including phone bank, table in lobby and information sessions to inform parents of the parent survey and its importance to helping in school wide decision making.
- The Parent Involvement Committee will also participate in the planning and implementation of Student Led Conferences that will take place in November and March of the 2018-19 school year.

<table>
<thead>
<tr>
<th>Parents</th>
<th>September 2018- June 2019</th>
<th>SLT Parent Coordinator PTA President</th>
</tr>
</thead>
</table>
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Cool Culture Pass
- Urban Advantage
- Asphalt Green
- NY Sunworks Hydroponics
- Maritime Project
- Midori & Friends
- Ballet Hispanico
- Roads to Success
- Ryan Health Center
- Sports & Arts in Schools Foundation
- Police Athletic League
- Studio in A School (Community Day)
- NYC Outward Bound
- NYC Mastery Collaborative
- Teachers College Reading & Writing Project

### 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.

- Bloomz Parent Communication system for reporting of grades
- Parent Coordinator (PC)
- Parent Engagement time on Tuesdays starting at 2:30PM
- Per session funds for Community Liaison position to form strong partnerships and assess impact
- Parent Workshops led by PC and/or guidance counselor

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td>21\textsuperscript{st} Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 2019, parent participation in school events will increase resulting in student achievement for students performing in the lowest third by 8% as measured by Fountas and Pinnell running records.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Attendance sheets collected at workshops, PTA, SLT and Parent Teacher Conferences
- Fountas & Pinnell running record data

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>DRA Running Records Gates Magenty Assessment</td>
<td>Fundations Wilsons Language Power Focus Reading Program Great Leaps Sounds and Motion Raz Kids MyOn</td>
<td>Small Group Tutoring Wilson Target Group Great Leap Target Group for Fluency Focus Reading for comprehension</td>
<td>After-School During the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>CCLS Aligned Interim Assessments Investigations 3 Unit Tests IReady BOY/EOY Diagnostics CMP3 Unit Test</td>
<td>Investigations 3 Engage NY Georgia Math CGI - CognitivelyGuided Instruction Math Talks Exemplars IReady Math</td>
<td>Small Group Teachers work with small groups of students during Professional Periods</td>
<td>After-school During the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science Assessments</td>
<td>Regents Lab Prep</td>
<td>Small Group</td>
<td>During School Day</td>
</tr>
<tr>
<td>At Risk Lab Support</td>
<td>Social Studies</td>
<td>After-school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family Support Team, PBIS Referral</td>
<td>PBIS, Respect for All, Common Sense Media, Morningside Center, Ryan Health Center, Columbia University School of Psychology Intern Program</td>
<td>One to one, Small Group, Advisory Groups, During the school day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>McGraw Hill American History Urban Advantage</td>
<td>Small Group One to one</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


### Part A: For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | 53 students were identified in ATS |

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

   Parent workshops for families, after-school program, computer (Ipad/chromebooks) access to literacy/math programs (Raz Kids/MyOne and software at home, uniforms and supplied provided. Pay for trips, senior and graduation related expenses. Small group academic support/Advisory for middle school. Students participate in after-school programs including accelerated programs Integrated Algebra. Living Environment Regents, Debate and Instrumental music program. Targeted small group support provided once a week in ELA and Mathematics and students will attend NYS Testing Preparation Program. Attendance follow up and outreach through gender based advisory groups. Parent workshops on use of school website, Engrade, MyOn, Raz Kids and other programs that students can access at home. Computer lab access for students before, during and after-school to ensure students have the necessary resources to complete coursework. Small support mentoring group to assist students with managing homework, coursework etc. Parents and students attend organized STEM based family trips that help build school home connections and content/enrichment experiences.

### Part B: For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Early outreach through the Parent Coordinator for school preparation in getting uniforms, supplies etc. Agenda Books, Calendars for parents, Engrade workshop so parents can contact teachers and check their child's grades and progress.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

Will contact BFS for the funding amount
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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. The Personnel Committee begin the recruitment process for filling possible vacancies as early as April of the school year. Teachers are recruited through outreach with community partnerships ie. Teacher’s College, Fordham University, City College, Hunter College Master’s Graduate Programs. We also provide student teaching opportunities to students from Adelphi, Bard and a host of other universities throughout the city. The Principal and personnel team utilizes the “New Teacher Finder” system and also recruits through recruitment fairs and referrals. New teachers are assigned a mentor who provides training and support to teachers for a year. New teachers are invited to join a new teacher support group that meets after-school for teacher development. Structures are in place for teachers to meet with grade level teams for planning several times a week with a teacher leader facilitating grade level team meetings. Teachers are involved in Professional Learning Inquiry Cycles for collaborative learning on self selected topics using data.

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.

In June 2018, the PLT Team and the teacher leaders will participate in assessing MOSL data and determining MOSL selection for the 2018-19 school year. The MOSL Team will receive training and conduct MOSL and MOTP Advance professional development to staff in September 2018 and throughout the school year. This team will evaluate BOY and EOY data in June 2019. The committee will also analyze DRA reading and math data collect on Google Docs in September, December and March to contribute in making instructional decisions interventions that support student learning.

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>264,993</td>
<td>X</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>---------</td>
<td>---</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>78,997</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,711,429.00</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure consistent involvement of parents and the community in our school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To ensure that Hugo Newman College Preparatory School P.S./I.S. 180's Title 1 students have actively involved and engaged parents we:</td>
</tr>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• Provide orientation to new program and workshops in accessing curriculum, programs, technology to support their children in learning</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Provide information and notices in their language and have translation available at meetings and workshops.</td>
</tr>
<tr>
<td>• Provide professional development workshops and other personal and career advancement opportunities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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. Math Game Night
2. Test Prep Workshops - Literacy and Mathematics Workshops
3. Middle and High School Preparation/Navigation Workshops
4. Student Led Conferences - Scheduled student led parent conferences twice a year.

- 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.

Encouraging School-Level Parental Involvement

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.

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 the Title I Committee.
• Work collaborative with teacher led committees: PBIS, Literacy & STEM Committee in planning, organizing outreach for attendance in parent workshops planned by teachers.
• 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.

**School-Parent Compact (SPC)**

Our school,

in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

I. School Responsibilities: High Quality Curriculum

**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 Elementary and Secondary School (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

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.

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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.

### I. School Responsibilities: Providing General Support to Parents

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 will all members of the school community.
• supporting parental involvement activities as requested by parents.
• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs.

### II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities

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

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

III. Student Responsibilities

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

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
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>_______</th>
<th>DBN:</th>
<th>_______</th>
</tr>
</thead>
</table>

This school is (check one):

- [ ] conceptually consolidated (skip part E below)
- [ ] NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _______

Begin description here:

Our current population of ELLs is 40 students spread out from grades K-8. Since Title III funds must be used to directly instruct at least 30 students, an after-school program will be offered to all ELLs in our school. These students come from a variety of language backgrounds. According to the 2018 NYSESLAT scores (NYSITELL for Kindergarten students and those arriving after the NYSESLAT administration) these students fall at the following language levels: 3 are Entering, 5 are Emerging, 9 are Transitioning, and 19 are Expanding.

After reviewing the most recent NYSESLAT and NYSITELL scores, we have determined that Reading and Writing are the two modalities, which ELL students in our school need to improve in order to achieve English Language Proficiency. Following our school's current focus on expanding student knowledge in Science, Technology, Mathematics and Engineering (STEM), our after-school program will center around improving reading and writing skills through engaging STEM lessons. The curriculum will incorporate Science and Mathematics with high-interest, complex texts and writing assignments to analyze and inform. Minimal home language support in Spanish will be provided by the instructors. Support in other languages will be available through google translate.

Students will be grouped into grades K, 1-2, 3-4, 5-6, and 7-8. Each group will have no more than 10 students per group. Small Groups will be scheduled after-school on Thursdays and Fridays 2:20-4:00. Classes will be conducted in English. Groups will meet from November 3rd to February 17th for a total of 15 Weeks. Classes will be team taught by our ELL teacher and 2 classroom teachers (also ENL certified). Since our ELL population is spread out across so many grade levels, all 3 teachers will share a classroom, breaking into small groups when needed to meet the needs of students at all grade levels. We will have the option of breaking into separate classrooms when necessary as well.

For the first 12 weeks of the program lessons will follow an inquiry-based model with a different STEM topic every 2 weeks. For example, weeks 1-2 will focus on Electromagnatism, weeks 3-4 will focus on Exploring projectile motion and so on. Lesson topics will be modified and differentiated to meet the needs of students at all grade levels. During weeks 13-15, students will use what they have learned during the first 12 weeks to design and conduct a culminating science experiment to be entered in the school's Science fair in May of 2017. All lesson plans will be adapted from www.stem4teachers.org at no cost to the Title III program. Any materials needed for the inquiry lessons and science projects will be purchased using Title III funds at a cost of no more than $400. In addition we will purchase 5 chromebooks for students to use during the Title III after school program for a total of $2000. Students will use the chromebooks to conduct internet research, access various STEM learning sites, journal writing, and electronic
Part B: Direct Instruction Supplemental Program Information

book reading. These lessons and materials are supplemental to instruction conducted during the day.

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: _______

Studies have shown that ELLs who build literacy skills in their native language as well as in English have the most academic success overall. In addition to ENL services, our school is currently growing a Dual Language Spanish/English program to serve Spanish speaking ELLs. We have been adding one grade level since 2012 and currently have students in grades K-3. As we are pioneering this program, we want to make sure that teachers are applying the best teaching practices in the Dual Language classroom, in order to ensure success for ELLs. In addition, MOSL records indicate that many Dual Language students are not reaching grade level benchmarks in reading.

To address this need, we have created a study group with our ELL coordinator as well as the 4 Dual Language classroom teachers and all Title III after-school teachers. Our ELL coordinator, will facilitate this group and teachers will work together through text-based discussion and inquiry to design best practices. We will meet every other Wednesday from 2:30-4:00 for a total of 10 weeks from October 26th-March 15th.

Teachers will read excerpts from "Teaching for Biliteracy" by Kareen Bean and Cheryl Urow. A copy of this book for each of the 5 teachers in the group will be purchased using Title III funds. Through these professional readings the teachers in the study group hope to better serve our ELLs and former ELLs by focusing on instruction in both the home language and English. Teachers will be given the opportunity to collaborate and apply these strategies to the current units and lesson plans.

Oct. 26th: Creating Biliterate Units of Instruction

Nov. 2nd: Key Characteristics that Distinguish Bilingual Learners

Nov. 16th: Capitalizing on Life Experiences and Diversity

Nov. 30th: Unit Planning for the Strategic Use of Two Languages
### Part C: Professional Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 14th</td>
<td>Language Resources: Linguistic Creativity and Cultural Funds of Knowledge</td>
</tr>
<tr>
<td>January 11th</td>
<td>Building Background Knowledge</td>
</tr>
<tr>
<td>January 25th</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>February 8th</td>
<td>Writing: A Multilingual Perspective</td>
</tr>
<tr>
<td>March 1st</td>
<td>Word Study and Fluency</td>
</tr>
<tr>
<td>March 15th</td>
<td>Strengthening Connections between Languages</td>
</tr>
</tbody>
</table>

### 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: ______

Parents of our ELLs will be invited to join any of our Cultural Awareness field trips throughout the year including to Museo del Barrio, Mexican, Peruvian, Cuban Restaurants, dance and music performances throughout the city. Our ELL Coordinator will hold a workshop on November 3rd with support from our Middle School Guidance Counselor to help parents of ELLs navigate the High School application process. It is important for ELL parents to receive this information in their native language so that they are aware of all of the High School options available for their children, including those specializing in ELL services. Necessary translators will be hired through the NYCDOE Translation and Interpretation Unit. On March 7th we will hold a workshop on ELL accommodations and preparation for State Assessments (including NYS assessments and NYSESLAT). ELL parents must be aware of the importance of these tests and how to help their children achieve the best results. On May 23rd we will hold a workshop on Goal Setting for the summer as well as possible ESL programs in NYC to help maintain literacy skills over the summer. Many ELL students experience a loss in reading levels and writing skills over summer vacation. Parents will be notified of all workshops with a notice sent home as well as a phone call.

Navigating the High School Application Process for Parents of ELLs in 8th Grade: November 3rd, 5-7

Preparing for the State Exams for parents of ELLs: March 7th, 5-7 pm

Goal Setting for parents of ELLs: May 23rd, 5-7pm
### Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,366</strong></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>Manhattan</td>
<td>180</td>
</tr>
</tbody>
</table>

School Name: Hugo Newman College Preparatory 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lana Fleming</td>
<td>Kristen Marren/Maureen Sullivan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Stephanie McGarry/Carlos Ortiz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Crean</td>
<td>Kelly Shenoda</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Dual Language Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Chrzanowski</td>
<td>Field Support Center Staff Member Fanny Castro</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Ilene Altschul</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Field Support Center Staff Member Fanny Castro</td>
</tr>
</tbody>
</table>

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 not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| 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 not currently teaching in the ENL program | 1 |
| 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

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes ✗ No ☐
  - If yes, indicate language(s):
- Dual language program (DL)
  - Yes ✗ No ☐
  - If yes, indicate language(s): Spanish
- Freestanding ENL
  - Yes ✗ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   
   Our Dual Language program uses Estrelitas 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.

2. What structures do you have in place to support this effort?
3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

   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. In Math, students take pre and post assessment tests for each unit and take a periodic diagnostic assessment through i-Ready.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

   Students are instructed in reading and writing at their level through guided reading in small group and one on one conferences. Reading and writing intervention is carried-out through instruction in the Wilson program in small groups. Students are also able to access and read books online through Raz-kids.com (lower grades) and MyOn (upper grades). In math, students are instructed at their level through small group and one on one lessons including leveled Math games every Friday. In addition, students and teachers are given access to i-Ready, which delivers online lessons at their individual level and gives teachers tools for best-practice, Common Core lessons.

5. **How does your school use 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. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)**

   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 - 2 nd 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.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**

---

**Part IV: ELL Programming**

**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 4th 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-3rd 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 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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.

7. 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.

8. 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? For the upcoming school year we plan to add a 5th 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.

10. If you had a bilingual program, what was the reason you closed it? None

11. 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.

12. 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.

13. How is home language support assessed and 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).

14. 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.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
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. 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.

17. What language electives are offered to ELLs?
Spanish

18. 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).

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 and non-pedagogic staff.) 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?
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.
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.
2. 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.

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.

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.

### 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. 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.

### 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:
### Part V: ELL Identification Attestation

#### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Lana Fleming, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:** Hugo Newman College Prep 180M  
**School DBN:** 03M180  

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lana Fleming</td>
<td>Principal</td>
<td></td>
<td>10/28/16</td>
</tr>
<tr>
<td>Kristen Marren</td>
<td>Assistant Principal</td>
<td></td>
<td>10/28/16</td>
</tr>
<tr>
<td>Khadyjah Wilson</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/28/16</td>
</tr>
<tr>
<td>Kelly Shenoda</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/28/16</td>
</tr>
<tr>
<td>Dennis Morgan</td>
<td>Parent</td>
<td></td>
<td>10/28/16</td>
</tr>
<tr>
<td>Tiffany Chrzanowski</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/28/16</td>
</tr>
<tr>
<td>Mildred Peguero</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/28/16</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Stefanie McGarry</td>
<td>School Counselor</td>
<td></td>
<td>10/27/15</td>
</tr>
<tr>
<td>Ilene Altschul</td>
<td>Superintendent</td>
<td></td>
<td>10/27/15</td>
</tr>
<tr>
<td>Field Support Center</td>
<td>Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Spanish, Arabic, French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Handbook, online newsletters, monthly calendar, parent-teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conference announcements, Sports and Arts in the Schools Foundation after</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school program information, Title III after school information, New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State testing dates, Book Fair announcements, general overview of student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>curriculum, supplies list, letters from school leadership.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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