



## Essential Elements Schools to Watch Model School – Visitor’s Guide

### PS/IS 180 Hugonewman College Preparatory



#### Designated in 2011

District : 03 County: New York City State: NY

Principal: Dr. Peter L. McFarlane

School Address: 370 West 120<sup>th</sup> Street, NY, NY 10027

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Website: [www.hugonewmanprep.org](http://www.hugonewmanprep.org)

### School Statistics

(Source: NYS School Report Card 2009/2010)

Community: Size/characteristics

Enrollment: 622

Grade Levels: Pre-K - 8

School Schedule: 8:00 am – 3:00 pm (after school programs run until 5:45 pm)

#### Student Demographics

51%	Male
49%	Female
24%	Hispanic/Latino
3%	White
0%	American Indian/Alaskan Native
72%	African American
0%	Filipino
1%	Asian/Pacific Islander
18.77%	Students with Disabilities
83%	Free/Red. Lunch/Econ. Disadvant.
10%	English Learners

2008 AYP: ELA/164 Math/185

2009 AYP: ELA/180 Math/195

2010 AYP: ELA/167 Math/193

## School Characteristics and Replicable Practices

### Academic Excellence

- Academic rigor is a priority and academic expectations are clear.
- Teachers conference, individually, with each student — weekly.
- Each student is given direct feedback and individual strategies to meet performance expectations.
- Teachers provide rubrics and exemplars for projects and tasks, as well as modeling best practices in the classroom.
- Scheduling has been modified to accommodate double blocks for literacy and math instruction.
- 8<sup>th</sup> grade students participate in accelerated classes in both math and science.
- Students self monitor their own academic progress in each subject area. Students use assessment data to create individual goals and then meet weekly with teachers to develop action plans for achieving these goals.
- Our commitment to academic excellence requires a commitment to professional development — Teachers meet weekly with instructional specialists that support their subject area.
- In addition, teachers participate in numerous math and literacy professional development days throughout the school year, based on areas of need and interest.

### Developmental Responsiveness

- PS/IS 180 has one middle school team; with scheduled common planning meetings. Team meetings are collaborative and focused on student needs.
- With only one 6<sup>th</sup>, one 7<sup>th</sup>, and one 8<sup>th</sup> grade class, we pride ourselves on the individual attention that each student is able to receive — we are a true small learning community.
- We provide access to a full range of comprehensive services to support our students’ physical and emotional development including; fully functioning optometric center, a full service dental clinic right on the premises, beginning in 2011, we will have a part time health clinic in our building- servicing our children and their families.

- We have a full time counselor in the building as well as a school psychologist and social worker. Through this team, our students participate in a variety of drug abuse, nutrition, gang awareness, and self-perspective seminars and classes.
- Students meet weekly in small peer groups to allow time for students to speak about personal issues while gaining perspective from the experience of others.
- Addressing real world concerns is done in many ways. Our Home and Careers class is broken into three parts. Grade 6: students learn the skills for the home and work with a chef that teaches these children skills needed in a world where adolescents are often left alone. Grade 7: students learn basic job skills through our community service program working directly with professionals in the community. Grade 8: students participate in our Futures and Options program and research various occupations, including the schooling necessary for each profession. Then they take several trips to major New York corporations and hear from various professionals at those firms.
- Student voice is valued. We strive to create leaders and pride ourselves on giving them the freedom to prove themselves. For example, several years ago, three students expressed an interest in starting a basketball team. They researched leagues, came up with cost projections and found a teacher willing to be their coach resulting in a school team. The same can be said for how our cheerleaders came to be as well as how the middle school uniform was designed.
- We offer a wide range of activities for our students to develop social skills. Students participate in fencing, lacrosse, chess, and art, violin, trumpet, trombone, flute, guitar, and choral or percussion lessons. .

## **Social Equity**

- At PS/IS 180, the idea of social equity grows out of the notion that we are meeting each student's needs where they are academically, developmentally, and socially. This includes providing each student with high quality teachers, resources, learning opportunities and the supports necessary for that student to be successful.
- All students participate in heterogeneous classes.
- Since we believe all students are "gifted", all middle school students are challenged with an advanced curriculum.
- Students throughout the school develop a cultural awareness through exposure to language. Students use the Rosetta Stone software to study four languages throughout the year before eventually choosing a "major" language to study.
- All students participate in our enrichment program, which is driven by student learning styles and interests. Students take surveys to decide the activities that they would like to participate in each week. These student interest surveys drive the development of our enrichment clusters. Currently, we have 43 interest based clusters that occur every Tuesday for 90 minutes.
- Our Exceptional Child Committee is a cross-grade, school wide committee designed to study effective instructional practices that we can implement school-wide to meet the needs of every student. This committee has developed a professional development plan for all our teachers and conducts bi-monthly professional development workshops on differentiated instruction teaching techniques.
- Students are honored monthly for both academics and citizenship in our Jaguar of the Month Celebrations.

## **Organizational Support**

- The school is broken into three small learning communities that are developmentally appropriate and responsive to students, teachers, and parents. Each small house is supported by an assistant principal to facilitate and support teachers.
- Teachers on each grade level team are given five common planning periods per week allowing for better planning and collaboration amongst peers. The Literacy Instructional Coach and the Math Instructional Coach each meet weekly with each grade level team to review instructional strategies and alignment of teaching to state standards.
- 4 cross-grade planning teams in Social Studies, ELA, Math, and Science responsible for the vertical and horizontal alignment of our core subject areas. The work of these committees has increased the level of academic rigor and teacher preparedness in the classroom. This is evidenced by an overall increase in student achievement.
- Every teacher sits on one of these subject area committees. These committees review curriculum maps and ensure teaching is aligned to standards. Planning time is allotted for teachers to discuss common themes and teaching practices across grade levels.
- All staff is held accountable for student success and this level of accountability is driven by the use of data to support instructional initiatives. This is monitored by the principal who meets with all staff three times per year to discuss student, personal and professional goals. This technique puts a face on every student and helps teachers talk about their professional needs so they can meet the needs of their students.