



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LYNN GROSS DISCOVERY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q175

PRINCIPAL: LINDA GREEN

EMAIL: LGREEN1@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT I.A.

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Linda Green	*Principal or Designee	Signature on File
Haren Zwiebel	*UFT Chapter Leader or Designee	Signature on File
Elena Aminova	*PA/PTA President or Designated Co-President	Signature on File
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michele Pongratz	Member/Teacher	Signature on File
Nan Shapiro	Member/Teacher	Signature on File
Claudia Diamond	Member/Teacher	Signature on File
	Member/Teacher	
	Member/Teacher	
Eduard Yusupov	Member/Parent	Signature on File
Lisa Best	Member/Parent	Signature on File
Adriana Ostling	Member/Parent	Signature on File
Yelena Shalamov	Member/Parent	Signature on File
	Member/Parent	
	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 80% of general education students in grade 3, grade 4, and grade 5 will demonstrate a minimum level 2 and a maximum level 4 on the spring 2012 New York State English Language Arts test.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The results from the New York State ELA exams identified the need to generate Annual Goal #1.

The median adjusted growth percentile 63.0 in 2010 with the median adjusted growth percentile of 82.5 calculates a difference of 19.5.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups

During the month of September extensive time is devoted to the administration and analysis of both formal and informal student reading assessment tools.

Assessment tools include: ACUITY ELA, ACUITY ELL, Open Court, ECLAS-2, and informal teacher designed reading inventory. In addition grade 4 and grade 5 teachers can examine the previous year student test results/history.

Students are identified and participate in the following instructional activities: 90 minute literacy block (Open Court and Teachers College Reading and Writing Project), 37 ½ minutes extended day, Inquiry Team, 10 week At Risk Academic Services, and Saturday Academy.

Staff and other resources used to implement these strategies/activities

Staff: Classroom teachers, cluster teachers, IEP teacher, SETSS teacher, TAG teacher, ESL teacher and speech teachers participate in the mandated 37 ½ minutes of instruction, classroom teachers facilitate a 90 minute literacy block of instruction, IEP teacher and SETSS teacher with parental consent service for 10 weeks identified academic at risk students, and ESL teacher uses ELL Response to Intervention strategies.

Resources: Technology is a valuable instructional tool. Smartboards, desktops, laptops, and literacy software enhance instruction. Saturday Academy, and academic After School sessions support students. Extensive and expanding non-fiction classroom libraries are aligned with Common Core Learning Standards and with this Goal #1.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Teacher Teams examine student work, plan instruction, read professional articles, preview instructional materials, maintain binders during Common Preparation

Periods, Staff Meetings, Inquiry Team Meetings and Professional Development Periods.
Teacher Teams participate in the decision making process as they examine and select instructional products and instructional programs.

Timeline for implementation

This Goal #1 begins September 2011 and concludes June 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Parents attend: Curriculum Meetings facilitated by lead teachers who detail literacy, mathematics, science and social studies Common Core Learning Standards expectations for the respective grades K-5.

Parents receive ARIS Achievement Reporting and Innovation System login letters

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Most teachers are highly qualified because they have achieved master's degrees with an additional 30 credits.

P. S. 175 teachers are valued and recognized for their dedication and commitment to the P. S. 175 children and to the children's parents.

P. S. 175 teachers are encouraged and empowered as they share, collaborate, reflect and make decisions.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Violence Prevention Programs

Grade 4 students, teachers and social worker participate in the Anti Bullying Program – No Place for Hate.

No Place For Hate School – Anti Defamation League <http://regions.adl.org/new-york/programs/no-place-for-hate.html>

Nutrition Programs

Nutrition Healthy Plate Program

Student Council Members collaborate with teachers, cafeteria staff and the school nurse on the "Healthy Choice Nutrition" committee.

Housing Programs

Services you are planning to provide to the STH population:

Counseling with our school social worker and guidance counselor

School supplies as needed

Paid admission fees for class field trips

Referrals to outside community based organizations, pre-kindergarten-universal pre-kindergarten, free child health insurance, Access New York City – 311

Support as the "Attendance Committee" meets to monitor student attendance and lateness

Academic Intervention in our extended day program and our Saturday Program

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Instructional Staff: Classroom Teachers, Cluster Teachers, IEP Teacher, SETSS Teacher, Speech Teachers, TAG Teacher, ESL Teacher

Instructional Special Programs: 37 ½ Extended Day, 10 Week At Risk Program, Title III Saturday Academy, Saturday Test Prep Program, Saturday AIS Program, and After School Math Program

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 80% of general education students in grade 3, grade 4, and grade 5 will demonstrate a minimum level 2 and a maximum level 4 on the spring 2012 New York State Mathematics test.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The results from the New York State Math identified the need to generate Annual Goal #2.

The median adjusted growth percentile 72.0 in 2010 with the median adjusted growth percentile of 81.0 calculates a difference of 9.0.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups

During the month of September extensive time is devoted to the administration and analysis of both formal and informal student reading assessment tools.

Assessment tools include: ACUITY Math, Scott Foresman, and informal teacher designed mathematics inventory. In addition grade 4 and grade 5 teachers can examine the previous year student test results/history.

Students are identified and participate in the following instructional activities: 90 minute mathematics block (Scott Foresman), 37 ½ minutes extended day, Inquiry Team, 10 week At Risk Academic Services, Math After School Program and Saturday Title III, Saturday Test Prep and Saturday Academic Intervention Services.

Staff and other resources used to implement these strategies/activities

Staff: Classroom teachers, cluster teachers, IEP teacher, SETSS teacher, TAG teacher, ESL teacher and speech teachers participate in the mandated 37 ½ minutes of instruction, classroom teachers facilitate a 90 minute mathematics block of instruction, IEP teacher and SETSS teacher with parental consent service for 10 weeks identified academic at risk students, and ESL teacher uses ELL Response to Intervention strategies.

Resources: Technology is a valuable instructional tool. Smartboards, Smartboard Math tools, desktops, laptops, and mathematics software enhance instruction.

Saturday Academy, and academic After School sessions support students. Extensive and expanding non-fiction classroom libraries are aligned with Common Core Learning Standards and with this Goal # 2.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Teacher Teams examine student work, plan instruction, read professional articles, preview instructional materials, and maintain binders during Common Preparation Periods, Staff Meetings, Inquiry Team Meetings and Professional Development Periods.

Teacher Teams participate in the decision making process as they examine and select instructional products and instructional programs.

Timeline for implementation

This Goal #2 begins September 2011 and concludes June 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Parents attend: Curriculum Meetings facilitated by lead teachers who detail literacy, mathematics, science and social studies Common Core Learning Standards expectations for the respective grades K-5.

Parents receive ARIS Achievement Reporting and Innovation System login letters

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Most teachers are highly qualified because they have achieved master's degrees with an additional 30 credits.

P. S. 175 teachers are valued and recognized for their dedication and commitment to the P. S. 175 children and to the children's parents.

P. S. 175 teachers are encouraged and empowered as they share, collaborate, reflect and make decisions.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Violence Prevention Programs

Grade 4 students, teachers and social worker participate in the Anti Bullying Program – No Place for Hate.

No Place For Hate School – Anti Defamation League <http://regions.adl.org/new-york/programs/no-place-for-hate.html>

Nutrition Programs

Nutrition Healthy Plate Program

Student Council Members collaborate with teachers, cafeteria staff and the school nurse on the “Healthy Choice Nutrition” committee.

Housing Programs

Services you are planning to provide to the STH population:

Counseling with our school social worker and guidance counselor

School supplies as needed

Paid admission fees for class field trips

Referrals to outside community based organizations, pre-kindergarten/universal pre-kindergarten, free child health insurance, Access New York City – 311

Support as the “Attendance Committee” meets to monitor student attendance and lateness

Academic Intervention in our extended day program, Saturday Title III, Saturday Test Prep, and Saturday Academic Intervention Services Program

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Instructional Staff: Classroom Teachers, Cluster Teachers, IEP Teacher, SETSS Teacher, Speech Teachers, TAG Teacher, ESL Teacher

Instruction Special Programs: 37 ½ Extended Day, 10 Week At Risk Program, Title III Saturday Academy, Saturday Test Prep Program, Saturday AIS Program, and After School Math Program

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012 an additional 5% of instructional spaces throughout the school will be equipped with new SMART Boards.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
From September 2004 to June 2011 classrooms were equipped with freestanding, or wall mounted interactive white boards called Smartboards. The equipment was purchased with RESO A Grant funds or with hardware funds. Teachers recognize that Smartboard software and curriculum software programs are instructional tools that support, enhance and facilitate student learning in all common core subject areas. Research supports “Best Practices” where students are presented with new concepts and ideas scaffold in the following manner: 1. Concrete, 2. Representational and 3. Abstract levels.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups

During the months of September, October, and November extensive professional development time is devoted to “Smart Board Training”. Teachers whose classrooms have SMART Boards will incorporate the SMART Board notebook software in at least one lesson that is either informally or formally observed by the administrators.

Staff and other resources used to implement these strategies/activities

Staff: Classroom teachers, cluster teachers, IEP teacher, SETSS teacher, TAG teacher, ESL teacher and speech teachers participate in Smart Board training sessions during 90 minute blocks.
Resources: Technology is a valuable instructional tool. Smartboards, Smartboard Math tools, desktops, laptops, and mathematics software enhance instruction. Saturday Academy, and academic After School sessions support students. Extensive and expanding on line non-fiction literacy websites and computer literacy programs (Charlesbridge Reading Fluency, Imagine Learning English are aligned with Common Core Learning Standards and with this Goal # 3.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Teacher Teams examine student work, plan instruction, read professional articles, preview instructional materials, and share lessons.
Teacher Teams participate in the decision making process as they examine and select instructional products and instructional programs.

Timeline for implementation

This Goal #3 begins September 2011 and concludes June 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Parents participate in workshops – Instructional Websites for Children

Lists of “free instructional websites” Early Literacy: www.starfall.com Early Literacy www.frcc.org Common Core subjects www.pbskids.org www.studyadder.com Science York College NASA Summer Camp Children and Families www.york.cuny.edu/events/the-nasa-semaa-program Science Buddies www.sciencebuddies.org Urban Advantage Children and Families www.urbanadvantagenyc.org Mathematics www.coolmath4kids.com www.mathblaster.com and Technology www.wartgames.com

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Most teachers are highly qualified because they have achieved master's degrees with an additional 30 credits.

P. S. 175 teachers are valued and recognized for their dedication and commitment to the P. S. 175 children and to the children's parents.

P. S. 175 teachers are encouraged and empowered as they share, collaborate, reflect and make decisions.

Teachers appreciate that each classroom is equipped with an interactive "SmartBoard".

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Violence Prevention Programs

Grade 4 students, teachers and social worker participate in the Anti Bullying Program – No Place for Hate.

No Place For Hate School – Anti Defamation League <http://regions.adl.org/new-york/programs/no-place-for-hate.html>

Nutrition Programs

Nutrition Healthy Plate Program

Student Council Members collaborate with teachers, cafeteria staff and the school nurse on the "Healthy Choice Nutrition" committee.

Housing Programs

Services you are planning to provide to the STH population:

Counseling with our school social worker and guidance counselor

School supplies as needed

Paid admission fees for class field trips

Referrals to outside community based organizations (pre-kindergarten (universal pre-kindergarten, free child health insurance, Access New York City – 311

Support as the "Attendance Committee" meets to monitor student attendance and lateness

Academic Intervention in our extended day program, Saturday Title III, Saturday Test Prep, Saturday Academic Intervention Services Program

Parent Computer Access

Parents can make an appointment to work with: Parent Coordinator, Assistant Principal, Computer Teachers

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Instructional Staff: Computer Teachers

Instruction Special Programs: Upper Grade Computer cluster teacher, Lower Grade Computer cluster teacher, Talented and Gifted Pull Out Program certified TAG teacher, Title III Saturday Academy, and After School Math Program

Fiscal Resources: Fair Student Funding, Title I, School Support Supplement, Contract for Excellence, and Title III

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in using the Common Core Learning Standards to provide evidence to support arguments.

80% of students will effectively use evidence developed from Common Core Learning Standards to support arguments across subject areas and grades.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

During grade meetings and during vertical grade meetings (K-5) teachers reviewed student written work samples. Task rubrics were valued from a level 1 to a level 4. Teachers concluded that (K-5) student written work samples were not consistently evaluated at a level 3 or at a level 4.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups.

Teachers will use English Language Learners Response to Intervention strategies/activities with identified English Language Learners.

Teachers will use Student with Disabilities Response to Intervention strategies/activities with Students with Disabilities.

Teachers will use acquiring "Academic Language" to support both student subgroups: English Language Learners and Students with Disabilities.

Staff and other resources used to implement these strategies/activities

Staff: Classroom teachers, cluster teachers, IEP teacher, SETSS teacher, TAG teacher and ESL teacher will facilitate differentiated written language tasks to support students who write arguments across subject areas and across grades. The task bundles will be aligned with Common Core Learning Standards.

Resources: *Teachers will participate in professional development sessions with CFN #207 experts.*

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.

Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.

Teachers meet weekly in vertical/grade teams to assess student work and plan lessons that demand evidence to support claim.

Teachers meet weekly in vertical/grade teams to develop a rubric to assess the use of evidence to support claim.

Timeline for implementation

This Goal #4 begins September 2011 and concludes June 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Parents will review their child's written projects: response journals, essays, narratives, non-fiction research, science presentation tri-fold boards, and daily homework assignments.

Parents will attend individual classroom and school wide writing celebrations.

Parents will read student "Encore Magazine".

Parents will read Pen & Ink

Parents will register their child for a free public library card

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Most teachers are highly qualified because they have achieved master's degrees with an additional 30 credits.

P. S. 175 teachers are valued and recognized for their dedication and commitment to the P. S. 175 children and to the children's parents.

P. S. 175 teachers are encouraged and empowered as they share, collaborate, reflect and make decisions.

Teachers appreciate that each classroom is equipped with an interactive "SmartBoard". This use of this technology/tool enhances "Written Communication Strategies/Activities": 1. Academic vocabulary comes "alive", 2. Student work samples are proofread and viewed by a small group or the entire class, 3. Graphic organizers are available 4. Content/Structure can be scaffold to increase understanding 5. Text to speech capacity supports all student and student subgroups

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Violence Prevention Programs

Grade 4 students, teachers and social worker participate in the Anti Bullying Program – No Place for Hate.

No Place For Hate School – Anti Defamation League <http://regions.adl.org/new-york/programs/no-place-for-hate.html>

Students will design posters, write articles, write slogans and personal narratives.

Nutrition Programs

Nutrition Healthy Plate Program

Student Council Members collaborate with teachers, cafeteria staff and the school nurse on the "Healthy Choice Nutrition" committee.

Students will design posters, write articles, write slogans and personal narratives.

Housing Programs

Services you are planning to provide to the STH population:

Counseling with our school social worker and guidance counselor

School supplies as needed

Paid admission fees for class field trips

Referrals to outside community based organizations (pre-kindergarten (universal pre-kindergarten, free child health insurance, Access New York City – 311

Support as the "Attendance Committee" meets to monitor student attendance and lateness

Academic Intervention in our extended day program and our Saturday Program

Parent Computer Access

Parents can make an appointment to work with: Classroom Teachers, IEP Teacher, SETSS Teacher, TAG Teacher, Cluster Teachers

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Instructional Staff: All Teachers

Instruction Special Programs: Upper Grade Computer, Lower Grade Computer Talented and Gifted Pull Out Program, Title III Saturday Academy, Saturday Test

Prep, Saturday Academic Intervention Services

Fiscal Resources: Title III, Per Session

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	8	N/A	N/A	5	0	3	2
1	6	6	N/A	N/A	5	0	3	0
2	13	13	N/A	N/A	5	0	4	2
3	10	10	N/A	N/A	5	0	5	4
4	13	13	6	0	5	0	5	0
5	12	12	6	3	5	0	5	3
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Identified “At Risk” students include general education students, English Language Learner students, students with disabilities (SETSS, 12:1, 12:1:1), and Inquiry Team students.</p> <p>AIS in English Language Arts is implemented in many programs and instructional strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction in grade kindergarten, 1, 2, 3, 4, 5 grade classes • Wilson Reading Program – Small Group Pull Out and Classroom Instruction • Foundations Reading Program – Small Group Pull Out and Classroom Instruction • Extended Day Program 37.5 minutes • Inquiry Team – Small Group Pull Out and Push in Program • Saturday Academy - Small Group Instruction • Title III – Small Group Instruction <p>Through frequent content and skill based assessment the effectiveness of each intervention will be determined. Students will participate in the appropriate level of intervention according to the assessment results.</p>
Mathematics	<p>Identified “At Risk” students include general education students, English Language Learner students, students with disabilities (SETSS, 12:1, 12:1:1), and Inquiry Team students.</p> <p>AIS in mathematics is implemented in many programs and instructional strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction in grade kindergarten, 1, 2, 3, 4, 5 grade classes • Additional AIS Cluster Periods– Small Group Pull Out and Classroom Instruction • Extended Day Program 37.5 minutes • Inquiry Team – Small Group Pull Out and Push in Program • Saturday Academy - Small Group Instruction • Title III – Small Group Instruction • After School Math Academy <p>Through frequent content and skill based assessment the effectiveness of each intervention will be determined. Students will participate in the appropriate level of intervention according to the assessment results.</p> <p>Math-Science Partnership Grants – Division of School Support & Instruction</p>

Science	<p>AIS in science is implemented in many programs and instructional strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction in grade kindergarten, 1, 2, 3, 4, 5 grade classes • 90 minutes of science instruction • Saturday Academy - Small Group Instruction • Expanded non-fiction classroom library • Math-Science Partnership Grants – Division of School Support & Instruction
Social Studies	<p>AIS in social studies is implemented in many programs and instructional strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction in grade kindergarten, 1, 2, 3, 4, 5 grade classes • Extended Day Program 37.5 minutes • Saturday Academy - Small Group Instruction. • Expanded non-fiction classroom library • Grant Program – History and Social Studies
At-risk Services provided by the Guidance Counselor	<p>The guidance counselor will provide guidance and crisis counseling during the school day to students as needed or as specified on the (IEP) Individual Educational Plan. Students are supported in strengthening and developing skills as they cope with school issues, personal issues (classmates, friends, family, current events, etc.) The service is offered in English, and Russian.</p>
At-risk Services provided by the School Psychologist	<p>None</p>
At-risk Services provided by the Social Worker	<p>The social worker will provide counseling services during the school day to students as needed or as specified on the (IEP) Individual Educational Plan. Students are supported in strengthening and developing skills as they cope with school issues, personal issues (attendance, lateness, relationships “No Place For Hate”, bullying, classmates, friends, family, current events, etc.) The service is offered in English, and Spanish. Family members will receive counseling services in learning how to cope with issues that are adversely affecting student progress and student achievement.</p>
At-risk Health-related Services	<p>The school nurse will provide support services to students and to their family members in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.</p>

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

The Lynn Gross Discovery School. P.S. 175 Queens Parental Involvement Policy

The Lynn Gross Discovery School. P. S. 175 Queens in compliance with the Title I mandates, has implemented a parent involvement policy. A goal of our Parent Involvement Policy is to establish a strong bond of trust between the school and the family/neighborhood.

P. S. 175 Queens's parents are a vital part of this school's planning and decision making process. They are invited and encouraged to participate on a variety of planning teams: School Leadership Team, Parent's Association and Parent Advisory Councils.

- (providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;)

From September 2011 – June 2012

- During the mornings, afternoons, evenings, and Saturday mornings parents are invited to attend numerous training workshops, informational workshops seminars and conferences located: at P. S. 175 Queens, at Sutphin Blvd/Community Education Councils, and NYC five borough locations.

Topics include:

- Effective School Leadership Teams, New York State Testing, Common Core Learning Standards, Family Literacy, How to Understand Your Child's Report Card, Success Through Positive Parenting, Child Abuse, Kindergarten New Parents, Safety in Cyberspace,

- OFEA District Family Events, K-12 Education Expo Link-Ed bringing the education community together www.linkeducation.org, Office of Parent Engagement – “Best Practice Fairs”
- Technology as a Learning Tool, Transitioning from Elementary School to Middle School, Understanding Your School’s: Report Card, Progress Report, Quality Review, Learning Environment Survey, and ARIS Parent Report.

CEP Goal # 1, CEP Goal # 2, CEP Goal #3 focus on improving student achievement level, e.g. literacy, mathematics and use of technology.

(providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;)

Parents attend: Curriculum Meetings facilitated by lead teachers who detail literacy, mathematics, science and social studies Common Core Learning Standards expectations for respective grades K-5.

Parents receive:

- ARIS Achievement Reporting and Innovation System login letters
- Lists of “free instructional websites” Early Literacy: www.starfall.com Early Literacy www.frrc.org Common Core subjects www.pbskids.org www.studyadder.com Science York College NASA Summer Camp Children and Families www.york.cuny.edu/events/the-nasa-semaa-program Science Buddies www.sciencebuddies.org Urban Advantage Children and Families www.urbanadvantagenyc.org Mathematics www.coolmath4kids.com www.mathblaster.com and Technology www.wartgames.com

Parents are encouraged to communicate with all teachers

(providing assistance to parents in understanding City, State and Federal standards and assessments;)

(fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;)

- Parent Teacher Conference Dates November and March
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: daily teachers are available to make appointments during preparation periods, school administrators are available during the day to make appointments, the School Based Support Team, guidance counselor and social worker are also available to parents preferable by appointment but all staff members realize that an urgent concern needs immediate attention.
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows: parents escort classes on field trips, parents volunteer during school wide events, parents attend classroom celebrations, parents organize and distribute individual “Class Reach Out Parent Telephone Number/Email Address Lists”, parents are invited to observe their children during Open School Week and as needed, parents organize and distribute Pen & Ink Newsletters.
- Parents visit the ARIS website
- Parents receive a copy of their child’s NYS/ELA Progress Report and NYS/Math Progress Report and NYS/NYSESLAT Progress Report
- Parents are notified by the automated telephone “School Messenger System” to report attendance status – absent/late
- Parents visit the New York City Common Core Library website to review Family Resources <http://schools.nyc.gov/Academics/CommonCoreLibrary/FamilyResources/default.htm>

- Parents visit New York City English Language Learners website to review Family Resources <http://schools.nyc.gov/Academics/ELL/FamilyResources/default.htm>
- Parents visit New York City website to review Performance and Accountability <http://schools.nyc.gov/Accountability/default.htm>
- Parents visit New York State English Language Learner websites to review glossaries http://www.p12.nysed.gov/biling/bilinged/bilingual_glossaries.htm

Parents meet with the Parent Coordinator, School Social Worker and Family Advocate

- Parents receive information regarding: Free/Reduced Price Children's Health Insurance, Family Food Assistance Programs, ACCESS NYC (human service benefits programs), Social Security Disability Insurance, and Free Public Library- English Language Learner/Citizenship Programs,

All English speaking parents and non-English speaking parents receive written communication or oral communication in the language identified on the "Parents' Preferred Language Form."

(sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;)

- At P. S. 175 Queens, The Lynn Gross Discovery School written and oral translations from English to Russian, Spanish, Chinese, Korean, Italian, Greek, Hungarian, and Hebrew are made by generous bilingual: teachers, school-aides, social worker, guidance counselor and psychologist.
- Distributed materials include: NYC Student Discipline Code, Meeting Notices/Meeting Minutes, Parent Meetings, Parent Fundraising Events, School Leadership Team Meetings, School Wide Events/Festivals, and Class Field Trips Permission Slips

Professional Development Opportunities/Building Stronger Ties

(providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;)

- Professional Development Opportunities include visits to cultural museums and cultural institutions. Teachers, school administrators, students and parents visit the museums: Museum Of Modern Art, Rubin Museum, American Museum of Natural History, The Tenement Museum, New York City Museum of Art, Hall of Science, Queens Theatre in the Park, Queens Historical Society, Museum of the City of New York, New York Public Library, Jewish Museum, Ripley's Believe It or Not, Discovery Education Center, etc. The understanding is that multi cultures contribute to the arts, sciences, mathematics and technology. We are enhanced when we better understand value and respect the cultures and the backgrounds of our students and of their families.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will: Demonstrate items 1- 9.

(actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;)

1. Distribute parent notices to attend the monthly School Leadership Team Meetings and participate in the "Tea with the Principal Program."

(schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;)

2. Hold an annual meeting to inform parents of the school's participation in the Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.

At P. S. 175 Queens, The Lynn Gross Discovery School additional meetings are scheduled at various times to accommodate all of our parents because we are designated "School Wide Project". Parents are informed of educational programs and other initiatives of the Chancellor.

(ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;)

(engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;)

(host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;)

3. Hold an annual meeting to brainstorm with Parent's Association Co-Presidents, Parent Association Executive Board Members, parents, parent coordinator, and Family Advocate. Participants will list suggestions, topics, activities, and purchases for Title I set-aside funds. The Title I funds are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.

Our school is supported by dedicated parents, responsible staff members and a most caring parent coordinator.

(support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;)

4. Support school level committee members who attend OFEA School Leadership Team instructional workshops, Parent Association President Council meetings, and Community Education Councils meetings.

(maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;)

5. Support a full time Parent Coordinator who:

- Attends NYC/DOE CFN Parent Coordinator Meetings
- Works with the Family Advocate
- Schedules events and activities

(conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;)

6. Schedule workshops and activities:

- ARIS for Parents
- Family Resources Common Core Learning Standards
- Family Resources English Language Learners
- Family Resources Students with Disabilities
- Talented and Gifted Students
- 2011-2012 NYC Family Guide
- ACCESS – NY

(provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

7. Distribute copies of:

- Student Test Reports
- Annual School Report Card
- Annual School Progress Report
- Recent Quality Review Report
- School Learning Environment Survey Report

(translate all critical school documents and provide interpretation during meetings and events as needed;)

8. At P. S. 175 Queens, The Lynn Gross Discovery School written and oral translations from English to Russian, Spanish, Chinese, Korean, Italian, Greek, Hungarian, and Hebrew are made by in-house generous bilingual: teachers, school-aides, social worker, guidance counselor and psychologist.

(conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;)

9. OFEA District Family Events, K-12 Education Expo Link-Ed bringing the education community together www.linkeducation.org, Office of Parent Engagement – “Best Practice Fairs”

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
September – Lead teachers present Curriculum/Common Core Learning Standards to respective grades K-5.
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
November and March scheduled PTC
September – June, Family members are invited/encouraged to monitor their child’s progress and to meet with their child’s teachers
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
English speaking and non-English speaking parents are invited/encouraged to actively participate
- supporting or hosting Family Day events;
Parents attend and volunteer during class trips, Spirit Day, Ballroom Dancing, Senior Activities, International Festivals, Shakespeare Festivals, Constitution Works, Stock Market Game, City Harvest, Grade 4 Crafts/Feast, Science Board Festival,
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
Resource Lending Library – Parenting Skills, English Language Learners, Students with Disabilities, Community Based Organizations, etc.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
Tea with the Principal, Mother’s Day Tea, Donuts with Dad, Read Aloud Day

- encouraging more parents to become trained school volunteers;
Learning Leaders Program, Cook Shop Classroom Experience
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
Kindergarten Progress Report, NYS Student Progress Report, ACUITY Progress Report, and ARIS Report
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
Pen & Ink, Encore, NYCDOE P. S. 175 Queens Website, Automated telephone system "School Messenger"
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
School wide notices, monthly calendars, student red folders, teacher NYCDOE email address

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Peggy Miller	District 28	Borough Queens	School Number 175
School Name The Lynn Gross Discovery School			

B. Language Allocation Policy Team Composition [?](#)

Principal Linda Green	Assistant Principal Patricia Cooper
Coach none	Coach none
ESL Teacher Stephanie Kalinowski	Guidance Counselor Eva Braun
Teacher/Subject Area Claudia Diamond	Parent Elena Aminova
Teacher/Subject Area Hoi Tik Chan	Parent Coordinator Fran Sternberg
Related Service Provider Debra Rowen	Other type here
Network Leader Peggy Miller	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	40
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	713	Total Number of ELLs	62	ELLs as share of total student population (%)	8.70%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. When students and their family members arrive at the registration counter, they receive from the pupil accounting secretary several student registration forms. The written Home Language Identification Survey (HLIS) is completed by the parent or guardian in their native language with assistance as mandated. An oral interview is conducted by a pedagogue certified ESL teacher, classroom teacher who is multi-lingual, school administrator/principal) and language interpreter/pedagogue. Certified teachers speak: Russian, Spanish, Chinese Mandarin and Cantonese, Korean, Hungarian, Italian, Greek and Hebrew. If needed the NYC DOE Office of Translation and Interpretation Unit is contacted. If the HLIS indicates that the LAB-R must be administered to the child our one highly qualified English as a Second Language teacher within 10 days of the child's date of admittance will administer the English LAB-R in English. Spanish speaking newly enrolled ELLs will be assessed in both the English LAB-R and in the Spanish LAB-R. The LAB-R student answer documents as scheduled are hand delivered to the testing collection center. According to the LAB-R results a student will be eligible to take the yearly NYSESLAT – New York State English as a Second Language Achievement Test. Students are evaluated on the K-1, 2-4, and 5-6 grade level of the New York State English as a Second Language Achievement Test. The test has four parts Listening/Speaking and Reading/Writing. The student will receive a combined score and qualify on a level of: Beginner, Intermediate, Advanced or Proficient. When ELL students receive a “reached proficiency” grade on the NYSESLAT according to the New York State Testing Administrator’s Guidelines ELLs are entitled to testing accommodations. It is the responsibility of the testing administrator to see that all teachers of ELLs correctly implement and execute the New York State Guidelines for all ELL students.

2. Parents are invited to attend an ELL Parent Orientation Meeting. The meeting is scheduled early October. A second ELL Parent Orientation Meeting is scheduled during the November Parent Teachers Conferences. Every attempt is made to conduct a One to One ELL Parent Orientation Meeting with parents who did not attend the October meeting. Every attempt is made to see all parents prior to the November Parent Teachers Conference. During the initial ELL Parent Orientation Meeting oral translators, certified ESL teacher, certified classroom teachers, school administrators/ assistant principal, school support personnel/guidance counselor, social worker, and parent coordinator, are in attendance. Printed orientation hand outs are available in a variety of languages and an official Department of Education ELL orientation DVD is viewed in the parent’s native language online at the NYC DOE official website. At this time all three program choices are introduced (Transitional Bilingual-the amount of time in the first language decreases as the students become proficient in English, Dual Language - equal amount of time is devoted to instruction in the first language and to instruction in English, Freestanding ESL- Pull Out or Push In model of English instruction). It is important that parents completely understand the three program choices. Parents must know that presently only the Freestanding ESL program is offered at our PS 175 Queens. When a parent indicates on the parent option form an interest in a Transitional Bilingual and Dual Language program it is mandated that the school provide the parent with information regarding location/ program placement. The certified ESL teacher contacts NYCDOE. The Central NYCDOE Offices are in charge of placement. There is a department titled ELL Transfer Program. The NYCDOE notifies the school principal within 48 hours of an available program site. Parents are immediately notified. If parents have chosen a Transitional Bilingual/Dual Language program that is not available parents will be notified when the program becomes available. The school's

certified ESL teacher stays in contact with the Central NYCDOE. Again, parents/legal guardians must complete the Parent Survey and Parent Program Selection forms in school.

This year 2011-2012 “The Home Language Identification Survey” revealed that English Language Learners first languages include: Russian, Spanish, Chinese – Mandarin, Cantonese, Japanese, Urdu, Farsi/Persian/Dari, Hebrew, Albanian, Romanian, etc. This year there is a preference for children to participate in the Freestanding English as a Second Language pull out model of instruction rather than a bilingual model of instruction, as indicated in the parent survey letters. This year there are two parents who request a dual language Russian kindergarten placement and a dual language Japanese first grade placement. P. S. 175 Queens offers neither a dual language program nor a transitional bilingual program.

If a parent is unable to attend an ELL Parent Orientation Meeting additional meetings are scheduled until all parents have been reached. A sample timeline includes initial October 12, 2011 ELL Parent Orientation Meeting. On going On to One ELL Parent Orientation Meetings scheduled during the certified ESL teacher's preparation periods. ELL Parent Orientation Meeting - November 14, 2011 and November 15, 2011 during City Wide Parent Teacher Conferences. However ongoing outreaches are made in writing and by telephone in the parent's native/first language. Several former ELL parents have been instrumental in welcoming newcomer ELL parents.

3. Entitlement letters are downloaded from the Department of Education's Office of English Language Learners website, dated and distributed in the parent's first language. Parents are asked to return the letter within a week. A follow up letter is sent if the initial letter is not returned in a timely fashion. If necessary we reach out to the parent with a home visit supported by the school social worker, or school guidance counselor and the school English as a Second Language teacher. It is very rare that a home visit is needed. Entitlement Letters and other ELL required documents are collected during ELL Parent Orientation Meetings and maintained in ELL student individual folders. The ESL teacher organizes, monitors and maintains ELL student folders with checklists...required documents, LAB-R scores, NYSESLAT scores, ECLAS-2 scores, NYS ELA scores, NYS math scores, NYS science scores, etc. ELL student individual folders are kept in a locked file cabinet located in the ESL teacher's classroom. Student folders are organized and kept by the date of the school year...2011, 2010, 2009 etc.

4. As determined by the student's LAB-R score and parent program choice, entitled ESL students receive the appropriate units of Freestanding ESL instruction per CR Part 154 regulations: 180 minutes or 360 minutes with our one highly qualified English as a Second Language teacher. Parent notification letters are organized, maintained and locked in the ESL file cabinet located in the ESL teacher's room. A copy of letters are kept in each ELL's student file folder. Parents receive the appropriate notification letter Entitlement Letter, Continued Entitlement Letter, Non-Entitlement Letter, Placement Letter per their child's NYSESLAT exam results. The certified ESL teacher makes sure that each parent's previously chosen program choice is honored. Parents have the choice of the three programs: Free Standing ESL, Transitional Bilingual and Dual Language programs.

This school serves the following grades (includes ELLs and EPs) **K* 1* 2* 3* 4* 5***
Translated/Interpreted Materials/Workshops /Websites include: 1)visits to the ESL classroom and to the general education classroom, 2) NYC Family Guide for appropriate grade level K-12 3)Library Card Application 4) Did you know...bookmark 5)ARIS Parent Link Log in 6)NYS Testing Program The K-12 NYSESLAT A Parent's Guide 7) Picture dictionary 8) Invitation to accompany students on a field trip

ELL Parent Workshops Topics include: 1)Your Child's School/Principal, Assistant Principal, Teachers, Nurse, Psychologist, Guidance Counselor, Social Worker, Dietician, Custodian 2)The PS 175 Neighborhood/Banks, Supermarkets, Post Office, Library, Police Precinct, Hospital 3)Community Based Organizations/Forest Hills Community House, YMHA/YWHA, NYC Access Resources, Dial A Teacher Homework Help 4)State Examinations/NYSESLAT, ELA, Math, and Science

Important and Learning/Fun Websites:
<http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>
www.schools.nyc.gov
www.onemorestory.com
www.starfall.com
www.eslgold.net
www.eslcafe.com

Parent Survey and Program Selection Letters, Entitlement Letters, Continued Entitlement Letters, Non-Entitlement Letters and Placement Letters are organized, maintained and locked in the certified ESL teacher's file cabinet located in the ESL room. A copy is organized and maintained in each ELL student's individual folder.

5. This year 2011-2012 after reviewing the Parent Survey and Parent Selection forms 98% of the parents have made the choice to remain at PS 175 Queens as their child (62 students) participates in the Freestanding ESL program of instruction. Two parents requested additional information regarding a dual language program. Investigation reveals that a dual language Russian program exists at the NYCDOE Benson School, Brooklyn New York. However a dual language NYCDOE Japanese program is unavailable. The certified ESL teacher will stay in communication with the Central NYCDOE and will immediately notify the parent when a NYCDOE dual language Japanese program becomes available.

Last year 2010-2011 after reviewing the Parent Survey and Parent Selection forms 100% of the parents made the choice to remain at PS 175 Queens as their child (55 students) participated in the Freestanding ESL program of instruction.
2009-2010 after reviewing the Parent Survey and Parent Selection forms 100% of the parents made the choice to remain at PS 175 Queens as their child (58 students) participated in the Freestanding ESL program of instruction.

Parent Survey and Parent Selections forms are organized, maintained and secured in the ESL teacher's file cabinet. The certified ESL teacher and school administrators monitor trends in parent choice. Bargraphs are used to organize Parent Choice Data.

6. The Freestanding ESL program model offered at our school is aligned with parent requests. We are always prepared to provide our parents with information regarding Transitional Bilingual, and Dual Language programs. Students' first home languages are valued. Our Parent Coordinator recruits native language translators in order to communicate in verbal and written form to all family members. The automated "School Messenger" service telephones a student's home to announce school wide events and information in the student's first language.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	0	0	1	0	0	0								1
Russian	18	6	1	2	3	5								35
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	1								1
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	2	0	0	0								2
Other	5	3	6	1	4									19
TOTAL	23	11	11	3	7	7	0	62						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste responses to questions 1-7 here.

1. How is instruction delivered?

a. Instruction is delivered by our one qualified English as a Second Language teacher. English Language Learner students receive one or two units of English as a Second Language instruction per CR Part 154 regulations. The English as a Second Language teacher follows the school wide "Pull-Out" organizational model as she picks up each student from their official classroom and returns each student to

A. Programming and Scheduling Information

their official classroom.

b. However students are usually grouped with others that are on or close to their English language proficiency or grade level.

The program model supports students who are heterogeneously grouped as grade levels and proficiency levels may vary within a group. Many factors must be considered when students are grouped: English language proficiency, age, academic needs, common core curriculum and common core learning standards, are all aligned with New York State English as a Second Language Learning Standards.

During this "Pull-Out" period(s) only a few students remain with the primary classroom teacher. New concepts and ideas are never taught in the primary classroom without the entire class in attendance. Thus ESL students receive an appropriate block of instruction without missing primary classroom instruction.

2. How does the organization of your staff ensure that the number of instructional minutes is provided according to proficiency levels in each program model?

a. The ESL teacher administers the LBA-R exam. The ESL teacher completes a "Hand Score" student organization sheet. Students who score beginners/intermediate receive 360 minutes and students who score advanced receive 180 minutes of instruction per week. Students meet daily and there are "extra" minutes on Friday. Many students will receive additional minutes exceeding the mandated 360 minutes or 180 minutes.

3. How are content areas of instruction delivered?

Each classroom is equipped with an interactive whiteboard "SmartBoard". In addition each classroom is equipped with an extensive leveled non-fiction library.

The ESL teacher instructs her students in a small group setting. Instructional areas include:

Balanced Literacy approach to reading is used – reading and writing workshop model of instruction, guided reading, phonics, fluency, vocabulary, comprehension (cause/effect, author's purpose, drawing conclusions, predictions, sequencing, main idea, details, character traits, etc), authors studies, resources include: magazines, dictionaries (picture, bi-lingual, thesaurus, Department of Education content glossaries.

Mathematics, social studies, science and beginning, intermediate, and advanced academic language development are facilitated by the certified ESL teacher.

The ESL library, school library and classroom libraries contain native home language books.

The ESL teacher articulates with the classroom teacher and with the library cluster teacher. The ESL teacher supports her student in classroom/homework daily assignments and project based assignments. Students complete "Research Projects". The ESL teacher helps unpack the academic language, offers a variety of on level non-fiction text, scaffolds with the student the written structure of the selected Research Topic. Students progress from sentences, paragraphs, pages, complete reports.

Mathematics – All seven strands of investigation are facilitated in cooperation with the primary classroom teacher and the ESL teacher. The ESL teacher articulates with the classroom teacher. The ESL teacher supports her student in classroom/homework daily assignments. Mathematics is presented in a sequential approach to support the student in basic skills and complex concepts (CRA) concrete, representational, abstract. The ESL teacher helps unpack the academic language, scaffolds with the student how to solve word problems, demonstrates the relationship between classroom mathematics and real life experiences.

Science – observation and investigation strategies are used to support the primary classroom teacher and the science cluster teacher. The ESL teachers articulates with the classroom teacher and with the science cluster teacher. The ESL teacher supports her student in classroom/homework daily assignments. Science is presented in a sequential approach to support the student in basic skills and complex concepts (CRA) concrete, representational, abstract. The science lab contains living animals, living plants, active weather station, extensive non-fiction leveled library, models, charts, graphic organizers, etc. The ESL teacher incorporates many of the science lab features into the ESL classroom. The ESL grade 4 students have been successful on the NYS Grade 4 Science Test.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Targeted Intervention Programs for ELLs in ELA, Math and other content areas (specify ELL subgroups targeted)

Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

English Programs include:

At Risk Reading - IEP Teacher, SETSS Teacher, TAG Teacher

Additional Mathematics Cluster periods of small group instruction

Additional instructional period with a paraprofessional

Early Morning Extended Day

Saturday ESL Program

District Summer ESL Program

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

As detailed in the New York State Administrator's Guidelines, students who achieve proficiency on the NYSESLAT are entitled to the following testing accommodations: extended time (1 ½), separate location, and select directions/passages read more than once.

It is mandatory that the Testing Coordinator and teachers follow the New York State test administrator's guidelines.

We follow the New York State test guidelines.

10. What new programs or improvements will be considered for the upcoming school year?

Increase the number of CFN #207 workshops and seminars attended by the ESL teacher, assistant principal, primary classroom teachers and cluster teachers regarding strategies and best practices for instructing ESL students.

Attend Office of English Language Institutes - expand ESL Teacher /Staff Resource Library

Participate as an ESL School Leadership Team (assistant principal, ESL teacher, general classroom teachers, special education classroom teachers) in the ELL Institute facilitated and coordinated by Central Department of Education personnel.

Equip all classrooms with interactive SMART Boards that facilitate learning for all students especially ESL students. Increase the number of personal computers in classrooms.

Outdated computers are replaced with new laptops.

Increase the number of residence science and "Blue Print" arts programs to enhance language development for our ESL students.

Increase ESL student's parent involvement – attendance at school wide events, participation at parent workshops, plan to volunteer and escort students on field trips, participate in the CookShop Classroom project, etc.

Expand participation in the ESL Parent/Family Member Resource Lending Library –

Inform parents of ESL/GED adult instruction free opportunities at Community Based Organizations

11. What programs/services for ELLs will be discontinued and why?

ELLs testing accommodations are discontinued after two years from the date of receiving a "proficiency" grade on the NYSESLAT in accordance with the New York State Memo and the New York State Administrator's Manual and Guidelines.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

English Programs include:

At Risk Reading - IEP Teacher, SETSS Teacher, TAG Teacher

Additional Mathematics Cluster periods of small group instruction

Additional instructional period with a paraprofessional

Early Morning Extended Day

Saturday ESL Program

District Summer ESL Program

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

As detailed in the New York State Administrator's Guidelines, students who achieve proficiency on the NYSESLAT are entitled to the following testing accommodations: extended time (1 ½), separate location, and select directions/passages read more than once.

It is mandatory that the Testing Coordinator and teachers follow the New York State test administrator's guidelines.

We follow the New York State test guidelines.

10. What new programs or improvements will be considered for the upcoming school year?

Increase the number of CFN #207 workshops and seminars attended by the ESL teacher, assistant principal, primary classroom teachers and cluster teachers regarding strategies and best practices for instructing ESL students.

Attend Office of English Language Insitutes - expand ESL Teacher /Staff Resource Library

Participate as an ESL School Leadership Team (assistant principal, ESL teacher, general classroom teachers, special education classroom teachers) in the ELL Institute facilitated and coordinated by Central Department of Education personnel.

Equip all classrooms with interactive SMART Boards that facilitate learning for all students especially ESL students. Increase the number of personal computers in classrooms.

Outdated computers are replaced with new laptops.

Increase the number of residence science and "Blue Print" arts programs to enhance language development for our ESL students.

Increase ESL student's parent involvement – attendance at school wide events, participation at parent workshops, plan to volunteer and escort students on field trips, participate in the CookShop Classroom project, etc.

Expand participation in the ESL Parent/Family Member Resource Lending Library –

Inform parents of ESL/GED adult instruction free opportunities at Community Based Organizations

11. What programs/services for ELLs will be discontinued and why?

ELLs testing accommodations are discontinued after two years from the date of receiving a "proficiency" grade on the NYSESLAT in accordance with the New York State Memo and the New York State Administrator's Manuel and Guidelines.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

We are not a school with a dual language program. We are a Freestanding ESL program school.

Courses Taught in Languages Other than English ⓘ

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. The ELL School Leadership Team (assistant principal, ESL teacher, and general education teachers attend the NYC Department of Education Central Office of English Language Learners Institute coordinated by Stela Radovanovic. The team shares materials/resources, meets during common preparation periods to plan demonstration lesson based instructional strategies observed and practices during ESL Institute sessions.

Our general education teachers attend a CFN #207 ELL Mini Institutes at Linden Place conducted by Giuvela Leisengang.

Our ESL teacher presents best practices and research articles focusing on English as a Second Language students during staff conferences.

The science, writing, technology, and art cluster teachers meet with the English as a Second Language teacher to develop lesson plans, share strategies and methods that support ELLs.

During "Common Preparation Periods", Primary classroom teachers meet with the ESL teacher to plan content area lessons that support the ELLs.

ESL teacher, assistant principal and other teachers are invited to attend CFN #207 and Department of Education – Office of English Language Learners professional development workshops featured on "PROTRAX".

The assistant principal belongs to several professional development organizations (Phi Delta Kappa, Association of Supervision Curriculum and Development, National Staff Development Council, National Association for the Education of Young Children, and the National Council for Teachers of Mathematics. These memberships allow the assistant principal to share current research, books and best practices of instruction for ELLs.

Professional Development Dates

November 8, 2011- What does Response to Intervention Look Like for an ELL Student?

February 6, 2012 - What does unpacking Academic Language Look Like for an ELL Student?

May 7, 2012 - What does the calendar year 2012-2013 Look Like for an ELL Student?

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Elementary school staff members articulate with the middle school assistant principal and guidance counselors regarding student class and grade assignments for the next academic year in middle school.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as Jose P.

The ELL training for all staff is designed in a variety of ways: ARIS Learn book studies, webinars, research articles etc. are distributed and

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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Professional Development Dates

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1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

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September 8, 2011

Newcomers are given information about child health insurance.

Parents who have four year old children are given a list of Pre Kindergarten community based organizations.

PS 175 Queens only enrolls children in grades K-5 and not Pre-K.

Third Tuesday of each Month

Parent Association Meetings -The Parents Association of PS 175 Queens schedules general membership meetings once a month. Parents receive a school wide flyer inviting all parents to attend.

October 12, 2011

ELL Parent Orientation Meetings several "ELL Newcomer" parent meetings are scheduled with language translators. At this meeting parents receive mandates NYC/DOE ESL documents and general "PS 175 Queens" information letters.

November 14, 15, 2011 and March 13, 14, 2012

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Parent Newsletter/Magazine, - Pen and Ink are distributed to each child. This publication is distributed five times during the school year. It contains announcements, greetings from school administrators, information and class news from the teachers.

April 2012

Kindergarten Open House – welcomes incoming kindergarten students and their family members.

Ongoing October 2011 - Final Assembly June 2012

Special Assembly Programs- parents are invited to see student based assembly programs, guest speakers, artist and musicians.

Special School Wide Events – parents are invited to attend "Tea with the Principal", Parent Teacher Conferences, Holiday Celebrations:

Grade 4 Thanksgiving Feast, Grade 3 Immigration Feast, Grade 2 Project Arts Presentation, Writing Celebrations: Monthly Writing Classroom Presentations and Shares, Spirit Day in the large school yard, many other special events and assembly programs.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The Queens Public Library system partners with our school to sign up children and their family members with library cards. Students are encouraged to borrow books in their L1 (first language) and borrow the "just right level book" in English. The local librarians are very helpful and very knowledgeable. The local library, Jamaica Branch and Flushing Branch present workshops for "Newcomers" and free instructional classes in

English as a Second Language and other multi lingual services.

The 108th Street Y partners with our school with the Parents Association After School Program. Families may enroll their children in the paid program that meets daily from 2:20PM – 6:00 PM on Thursday and Fridays and 3:00 PM – 6:00 PM on Mondays – Wednesdays.

Forest Hills Community House partners with our school. Families may enroll their children in the paid after school program.

Jet Blue Corporation partners with our school. Each year Jet Blue has made a generous donation of multi cultural books for our students.

3. How do you evaluate the needs of the parents?

Upon arrival at the school safety agent's desk parents are greeted with a smile. Parents present ID and indicate the reason for the school visit. If the parent does not communicate in English NYCDOE Greeting Forms are used as a parent reads and points:

1) I'm a parent and I speak...

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2) I need the service of an interpreter

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Targeted Intervention Programs for ELLs in ELA, Math and other content areas (specify ELL subgroups targeted)

Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

English Programs include:

At Risk Reading - IEP Teacher, SETSS Teacher, TAG Teacher

Additional Mathematics Cluster periods of small group instruction

Additional instructional period with a paraprofessional

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Early Morning Extended Day

Saturday ESL Program

District Summer ESL Program

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As detailed in the New York State Administrator's Guidelines, students who achieve proficiency on the NYSESLAT are entitled to the following testing accommodations: extended time (1 ½), separate location, and select directions/passages read more than once.

It is mandatory that the Testing Coordinator and teachers follow the New York State test administrator's guidelines.

We follow the New York State test guidelines.

10. What new programs or improvements will be considered for the upcoming school year?

Increase the number of CFN #207 workshops and seminars attended by the ESL teacher, assistant principal, primary classroom teachers and cluster teachers regarding strategies and best practices for instructing ESL students.

Attend Office of English Language Institutes - expand ESL Teacher /Staff Resource Library

Participate as an ESL School Leadership Team (assistant principal, ESL teacher, general classroom teachers, special education classroom teachers) in the ELL Institute facilitated and coordinated by Central Department of Education personnel.

Equip all classrooms with interactive SMART Boards that facilitate learning for all students especially ESL students. Increase the number of personal computers in classrooms.

Outdated computers are replaced with new laptops.

Increase the number of residence science and "Blue Print" arts programs to enhance language development for our ESL students.

Increase ESL student's parent involvement – attendance at school wide events, participation at parent workshops, plan to volunteer and escort students on field trips, participate in the CookShop Classroom project, etc.

Expand participation in the ESL Parent/Family Member Resource Lending Library –

Inform parents of ESL/GED adult instruction free opportunities at Community Based Organizations

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

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We are not a school with a dual language program. We are a Freestanding ESL program school.

D. Professional Development and Support for School Staff

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Parent Newsletter/Magazine, - Pen and Ink are distributed to each child. This publication is distributed five times during the school year. It contains announcements, greetings from school administrators, information and class news from the teachers.

April 2012

Kindergarten Open House – welcomes incoming kindergarten students and their family members.

Ongoing October 2011 - Final Assembly June 2012

Special Assembly Programs- parents are invited to see student based assembly programs, guest speakers, artist and musicians.

Special School Wide Events – parents are invited to attend "Tea with the Principal", Parent Teacher Conferences, Holiday Celebrations:

Grade 4 Thanksgiving Feast, Grade 3 Immigration Feast, Grade 2 Project Arts Presentation, Writing Celebrations: Monthly Writing Classroom Presentations and Shares, Spirit Day in the large school yard, many other special events and assembly programs.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The Queens Public Library system partners with our school to sign up children and their family members with library cards. Students are encouraged to borrow books in their L1 (first language) and borrow the "just right level book" in English. The local librarians are very helpful and very knowledgeable. The local library, Jamaica Branch and Flushing Branch present workshops for "Newcomers" and free instructional classes in

English as a Second Language and other multi lingual services.

The 108th Street Y partners with our school with the Parents Association After School Program. Families may enroll their children in the paid program that meets daily from 2:20PM – 6:00 PM on Thursday and Fridays and 3:00 PM – 6:00 PM on Mondays – Wednesdays.

Forest Hills Community House partners with our school. Families may enroll their children in the paid after school program.

Jet Blue Corporation partners with our school. Each year Jet Blue has made a generous donation of multi cultural books for our students.

3. How do you evaluate the needs of the parents?

Upon arrival at the school safety agent's desk parents are greeted with a smile. Parents present ID and indicate the reason for the school visit. If the parent does not communicate in English NYCDOE Greeting Forms are used as a parent reads and points:

1) I'm a parent and I speak...

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4

1. Describe parent involvement in your school, including parents of ELLs.

September 8, 2011

Newcomers are given information about child health insurance.

Parents who have four year old children are given a list of Pre Kindergarten community based organizations.

PS 175 Queens only enrolls children in grades K-5 and not Pre-K.

Third Tuesday of each Month

Parent Association Meetings -The Parents Association of PS 175 Queens schedules general membership meetings once a month. Parents receive a school wide flyer inviting all parents to attend.

October 12, 2011

ELL Parent Orientation Meetings several "ELL Newcomer" parent meetings are scheduled with language translators. At this meeting parents receive mandates NYC/DOE ESL documents and general "PS 175 Queens" information letters.

November 14, 15, 2011 and March 13, 14, 2012

Parent Teacher Conferences – are scheduled in November and in March. Parents are welcomed and encouraged to make additional appointments with teachers and/or administrators as needed.

Ongoing Field Trips September 2011 - May 2012

Parent Field Trip Volunteers – parents participate in out of the school building cultural field trips. Students share that on a later date the entire family makes a return visit to the field trip location.

Ongoing October 2011 - May 2012

Parent Informational Workshops – The Parent Coordinator in cooperation with teachers and administrators conduct several workshops; Homework Help, How to Use ARIS, How to Prepare for NYS Exams.

September/October, November/December, January/February, March/April and May/June

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Upon arrival at the school safety agent's desk parents are greeted with a smile. Parents present ID and indicate the reason for the school visit. If the parent does not communicate in English NYCDOE Greeting Forms are used as a parent reads and points:

1) I'm a parent and I speak...

2) I need the service of an interpreter

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	19	3	0	0	2	2								26
Intermediate(I)	0	0	0	0	0	0								0
Advanced (A)	0	0	0	0	0	0								0
Total	19	3	0	0	2	2	0	0	0	0	0	0	0	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	0	2	0							
	I		6	5	0	3	4							
	A		1	6	1	0	1							
	P		0	0	0	2	4							
READING/ WRITING	B		3	3	0	3	2							
	I		3	3	1	2	3							
	A		1	1	0	2	4							
	P		1	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	1	3	3	0	7
5	3	3	2	1	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	2	0	13	0	57	0	38	110
4	0	3	7	14	5	34	3	36	102

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	3	1	8	3	45	4	53	119
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	5	8	33	1	49	101
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Assessment Tools...

We assess our Early Childhood students in grades K-3 with the ECLAS-2 assessment tool. Newcomers who have zero knowledge of English are unable to complete the ECLAS-2 screening in the four areas: Phonemic Awareness, Phonics, Reading and Oral Expression, Listening and Writing. The students have the opportunity from ECLAS-2 level 1 to level 8 to demonstrate mastery in each area. In accordance with the ECLAS-2 placement score and the teacher's observation of each student materials are selected and instruction is planned to meet the English Language Learners.

Grades 3-5 use the Periodic Assessment Tool ACUITY and ELL Periodic Assessment

Classroom teachers in cooperation with the ESL teacher, special education teachers, cluster teachers, and special education service providers examine student work during vertical meetings, grade meetings, and inquiry team meetings to determine differentiated instruction plans for students. The item analysis tool is very informative.

The approximate Spring 2011 NYSESLAT Results are as follows for 2011-2012 school year

Kindergarten figures are determined by the recent LAB-R official scores

Grade	#Beginning Level	# Intermediate Level	# Advanced Level	# Proficient Level
Kindergarten	TBD	TBD	TBD	TBD
First Grade	2	6	0	1
Second Grade	2	4	4	
Third Grade	0	1	0	1
Fourth Grade	3	2	2	
Fifth Grade	2	4	5	5

The New York State English as a Second Language Achievement Test (NYSESLAT) components of Reading and Writing are most difficult for our students. Students complete the reading and writing sections independent of the teacher. The speaking section is administered by the teacher to the one student. The listening section is administered by the teacher to the student with the CD/Tape Recorder to a small group of students.

Trends demonstrate that the NYSESLAT components of Reading and Writing are most difficult for our students. This affects instructional decisions. The ELL student must spend more time on task. The ESL teacher must increase student opportunities: using graphic

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Lynn Gross Discovery

School DBN: 28Q175

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Green	Principal		10/17/11
Patricia Cooper	Assistant Principal		10/17/11
Fran Sternberg	Parent Coordinator		10/17/11
Stephanie Kalinowski	ESL Teacher		10/17/11
Elena Aminova	Parent		10/17/11
Hoi Tik Chan	Teacher/Subject Area		10/17/11
Claudia Diamond	Teacher/Subject Area		10/17/11
none	Coach		10/17/11
none	Coach		10/17/11
Eva Braun	Guidance Counselor		10/17/11
Peggy Miller	Network Leader		10/17/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q175 **School Name:** The Lynn Gross Discovery School

Cluster: 2 **Network:** 207

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

All parents are welcomed at the School Security Agent's Desk. Each adult presents a picture ID and signs in. If an adult is a non-speaking English parent, the School Security Agent uses several NYC DOE resources: 1. Multilingual Welcome Poster, 2. I Speak Card, and 3. Language Identification Guide Language Card for School Security Agents. The School Security Agent locates a teacher or staff member who speaks the parent's L1 (first language). If a staff member is unavailable the School Safety Agent will call the School Safety Translation telephone number.

The parent is directed to the general office. A parent completes the Parents' Preferred Language Form. Non-English speaking parents are supported by additional school staff members: 1. school pupil accounting secretary, 2. school guidance counselor, 3. school social worker, 4. parent coordinator, 5. principal, 6. assistant principal, 7. parent association co-presidents, and 8. English as a Second Language teacher.

Results of the Home Language Survey inform the school of non-English speaking parents needs.

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

It was reported that non-English speaking parents who spoke (Russian, Spanish, Chinese, Sign-Language) needed translation assistance during: 1. Parent Teacher Conferences, 2. Parent Association Meetings, 3. Parent Workshops facilitated by the Parent Coordinator, 4. Parent Curriculum Workshops facilitated by grade K-5 teachers, and 5. Parent New York StateTest Preparation Workshops (ELA, Math, Science, NYSESLAT) facilitated by grade 3-5 and ESL teacher.

School-wide newsletters, school-wide flyers, school-wide notes, and NYCDOE letters were translated from English to (Russian, Spanish,

Chinese and voice to text technology). Parents read written communications in their L1 (first language and the English version).

The automated "School Messenger System" telephones parents to notify them of: 1. school wide announcements, 2. city wide announcements, 3. student attendance status - absent or late.

Communication between the school and the students' home supports trust, empowers parents and supports student success.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

At P. S. 175 Queens, The Lynn Gross Discovery School written translations from English to Russian, Spanish, Chinese, Korean, Italian, Greek, Hungarian, and Hebrew are made in house by generous bilingual: teachers, school-aides, social worker, guidance counselor and psychologist. Written translations are distributed to students on the same day that English versions are distributed to students. If needed NYCDOE fee for translation services would be contracted.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

At P. S. 175 Queens, The Lynn Gross Discovery School oral interpretation services from English to Russian, Spanish, Chinese, Korean, Italian, Greek, Hungarian, and Hebrew are made by generous in-house bilingual: teachers, school-aides, social worker, guidance counselor and psychologist.

In addition the office of Translation and Interpretation Unit supplies services for a fee.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P. S. 175 Queens, The Lynn Gross Discovery School all staff members follow the Chancellor's Regulations A-663.

As you enter our school parents can read the NYCDOE "Multi Lingual Welcome Poster"

Parents stop at the School Safety Agent's desk. Parents present a picture ID and sign in. If the parent is a non-English speaking parent they point to their first language on the "NYC I'm a parent and I speak" card. If needed the a NYC DOE Translation and Interpretation Unit interpreter is called at 718 752-7373.

Parents enter the general office and are immediately assisted by either of the two secretaries. Registration forms are completed and a student is registered. The registration packet includes the Home Language Survey. Students who qualify are administered the LAB-R exam within tens days of the student's registration date.

Parents may rely a friend/companion or relative for language interpretation.

In addition as needed our school contacts the NYC DOE Translation and Interpretation Unit for a service fee (including American Sign Language).

Several PS 175 Q staff members gererously provide free written and spoken translation to non-English speaking parents in their L1(first language with an English version). The on site languages include: Russian, Chinese, Spanish, Greek, Italian, Hebrew, Hungarian and Korean. School wide announcements, student attendance/lateness status, student events, class field trips etc. are delivered via the automated school messenger system where non-English speaking parents in their first language receive a pre recorded telephone message.

All school wide written communication and spoken communication are made available in a timely and efficient manner.

Our school provides interpretation services during group meetings and individual meetings/conferences (Parent Association, Parent Workshops, Parent Teacher Conferences, guidance meetings, Educational Planning Conferences (IEP student), nurse, social worker, assistant principal, principal School Leadership Team Meetings, School Safety Meetings, Title I Meetings and the mandated ELL Parent Orientation Meeting).

Our school social worker, and parent coordinator distribute translated copies of "Parents Bill of Rights", and "Getting to Know NYC Schools Grades Pre K-12."

The PS 175 Queens School Safety Plan and emergency procedures are available for inspection with the parent coordinator, assistant principal and Building Response Team Leader.

P. S. 175 Queens, The Lynn Gross Discovery School staff members demonstrate culturally responsive practices. We respect and value cultural differences. Non -English speaking parents are a welcomed part of our school.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Lynn Gross Discovery School	DBN: 28Q175
Cluster Leader: Charles Amundsen	Network Leader: Peggy Miller
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 ✔Other:
Total # of ELLs to be served: 25 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: One supervisor and one teacher will be assigned to the Saturday Academy English as a Second Language. The Saturday Academy English as a Second Language Program will meet 3 hours during each session for a total of 11 sessions from January 2012 to March 2012.

English Language Learner students in grade 2, grade 3, grade 4 and grade 5 will strengthen and develop English Language skills in reading/writing, listening/speaking, mathematics, science and social studies. The Common Core Learning Standards as applied to English Language Learners will be a valuable instructional resource tool.

The students will receive instruction from one highly qualified teacher: an English as a Second Language teacher. The reduced student to teacher ratio is an optimum factor to increase levels of student achievement. Results from the ELL Periodic Assessment inform teachers. As the teacher "drills down" instruction is matched with each students needs. The ultimate goal is that English Language Learners achieve a level of "Proficient" on the spring 2012 NYSESLAT New York State English as a Second Language Achievement Test.

The students will follow a "Flip Flop" instructional program design. Each group of students will have the opportunity to receive "English Language Learner" instructional strategies, "Common Core Academic Subject" instruction and instruction in both science and social studies.

The NYCDOE suggests using the program "Imagine Learning English". In order to incorporate more computer technology and build literacy and language skills at the same time, we would like to use the Imagine Learning English software program. The Imagine Learning English is a K-5 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. The curriculum is founded on scientifically based research and No Child Left Behind guidelines. The expertly designed curriculum is combined with art and music and delivered through computer technology. Imagine Learning English teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and powerful graphic support. Students receive one-to-one instruction through hundreds of engaging activities. Each child receives differentiated instruction; the program is specifically designed to adapt to their dynamic individual needs. As a result, students progress quickly.

The Smart Board Math Tools software will support students as they investigate new ideas and concepts aligned with Common Core Learning Standards: concrete -representational-abstract.

An extensive "Scholastic Book" library will support our students as they explore various genres that

Part B: Direct Instruction Supplemental Program Information

encourage students to practice habits of independent reading and independent writing.

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: Professional Development will be provided on how to use Imagine English Learning. This training will be provided by a staff developer from Imagine English Learning at no cost. Teachers and school administrators receive professional development for the Title III Program from a variety of sources at various locations: NYC Office of English Language Learners conduct ongoing Institutes, CFN 207 instructional specialists and leading guest speakers. The ESL teacher, common branch teachers and the assistant principal attend the professional development sessions. Topics covered include:

1. Reponse to Intervention for ELLs, 2. Mathematics for ELLs 3. Academic Language for ELLs, 4. Technology for ELLs, etc. Teachers return to P. S. 175 Queens. They facilitate/present during staff conferences, distribute hand-outs, and model instructional strategies. All teachers attend the staff conferences that last 45-90minutes. The staff conferences are scheduled a minimum of three times. The "Lead Teachers" are available to model lessons, push into classrooms, and to conduct inter class visitations. In addition teachers receive current articles from leading educational publications.

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: Research supports that engaged parents create the optimum conditions for their child's success in school.

Engagement activities are scheduled from September to June. Each activity can last from 45 minutes to 90 minutes. A question and answer period extends each session. Sample parent engagement activities for parents of ELLs include: 1. Mandated Parent Orientation during the ELL identification process, 2. Kindergarten Open House, 3. Curriculum Orientation Mornings, 4. Tea with the Principal, 5. Parent Coordinator Workshops, 6. Class Field Trips, 7. Student Assembly Programs, 8. School-Wide Festivals/Events, 9. Parent Teachers Conference, 10. Parent Association Meetings, 11. Parent Test Prep Workshops (NYSESLAT, ELA, Math, Science).

Part D: Parental Engagement Activities

The providers include the principal, the assistant principal, guidance counselor, social worker, parent coordinator, district family advocate, teachers, community based organization and NYCDOE central office personnel.

Parents are notified via written communication (in their L1 and receive an English version), a tear off slip is provided. In addition parents are notified of these activities with the automated telephone system "School Messenger". The "School Messenger" software is designed to speak/translate from English to a variety of languages other than English.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

