



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LYNN GROSS DISCOVERY SCHOOL

DBN: (28/Q/175)

PRINCIPAL: PATRICIA COOPER

EMAIL: PCOOPER3@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES BRYANT

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
Patricia Cooper	*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	
Stephanie Kalinowski	Member/Teacher	Signature on File
Nan Shapiro	Member/Teacher	Signature on File
Vita Lombardo	Member/Teacher	Signature on File
Stella Preston	Member/Teacher	Signature on File
Fran Sternberg	Member/Parent Coordinator	Signature on File
Pamela Peters	Member/Parent	Signature on File
Maria Dakov	Member/Parent	Signature on File
Eduard Yusupov	Member/Parent	Signature on File
Yelena Shalamov	Member/Parent	Signature on File
Ewa Chomentowska	Member/Parent	Signature on File

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, greater than 50% 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 2013 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.

Reported in the 2010-2011 Progress Report the 28Q175 ELA Adjusted Growth Percentile revealed a low percentile point of 58.0 and a high percentile point of 87.4.

Six of our nine classes in grades 3, 4 and 5 met or exceeded the low percentile point of 58.0.

It was reported in the Community School District 28Q PS 175 achieved an ELA percentile of 67% on or above grade level with a ranking score of 9 out of 25 District 28 schools.

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) key personnel 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: I-Ready, 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, ELA After School Program 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 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 2012 and concludes June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

Parents receive I-Ready, ARIS Achievement Reporting and Innovation System login letters. Parents receive information packet on How to Engage Parents and Students in the Common Core Learning Standards.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Violence Prevention Programs

Grade 4 students, teachers and social worker participate in the Anti Bullying Program – Respect For All and 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.

Cook Shop Elementary School Program

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, After School Program and our Saturday 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 2013, greater than 50% 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 2013 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.

Reported in the 2010-2011 Progress Report the 28Q175 Math Adjusted Growth Percentile revealed a low percentile point of 58.8 and a high percentile point of 89.0.

Seven of our nine classes in grades 3, 4 and 5 met or exceeded the low percentile point of 58.8.

It was reported in the Community School District 28Q PS 175 achieved an Math percentile of 86% on or above grade level with a ranking score of 3 out of 25 District 28 schools. Our school tied for third place with several other schools in the district (PS 121, 161, and 174)

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) key personnel 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: I-Ready, 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 2012 and concludes June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- 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 I-Ready, ARIS Achievement Reporting and Innovation System login letters. Parents receive information packet on How to Engage Parents and Students in the Common Core Learning Standards.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - Select the fund source(s) that your school is using to support the instructional goal.
- Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Violence Prevention Programs

Grade 4 students, teachers and social worker participate in the Anti Bullying Program – Respect For All and 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.

Cook Shop Elementary School Program

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, After School Program and our Saturday 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 2013 an additional 15% of instructional spaces throughout the school will be equipped with new laptop computers and carts, upgrades of Smart-Boards, upgrades of Computer Lab, installation of Safari Montage, and I-Ready student assessment program.

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 2012 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.
2012-2013 RESO A Grant funds will be used to upgrade the computer lab, provide additional laptops and computer carts, provide electrical upgrades, and upgrade interactive Smart Boards. It is necessary to maintain the technology tools.

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) key personnel 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 months of October, and December, February extensive professional development time is devoted to “Smart Board Training” and “Safari Montage” 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 and Safari Montage 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 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 2012 and concludes June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents participate in workshops – Instructional Websites for Children

Lists of “free instructional websites” Early Literacy: www.starfall.com Early Literacy www.frirc.org Common Core subjects www.pbskids.org www.studyladder.com www.readworks.org www.readingrockets.org www.commoncore.org 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 www.learnzillion.com www.kahnacademy.org and Technology www.wartgames.com

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Violence Prevention Programs

Grade 4 students, teachers and social worker participate in the Anti Bullying Program – Respect For All and 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.

Cook Shop Elementary School Program

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, After School Program and our Saturday Program

Parent Computer Access

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

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) key personnel 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 2012 and concludes June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Violence Prevention Programs

Grade 4 students, teachers and social worker participate in the Anti Bullying Program – Respect For All - 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.

Cook Shop Elementary School

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

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Response to Intervention Grades K-5	Small group extended day, classroom, afterschool, Saturday,	Before School 37.5 min During the school day 90 min. After School 90 min Saturday 180 min.
Mathematics	Response to Intervention Grades K-5	Small group extended day, classroom, afterschool, Saturday,	Before School 37.5 min During the school day 90 min. After School 90 min Saturday 180 min.
Science	Response to Intervention Grade 4(NYS Grade 4 Science Test) Grades K-5 Science Investigations – Non Fiction Reading	Small group in classroom and in science cluster	During the school day 90 min. and 45 min. cluster
Social Studies	Response to Intervention Grades K-5 Grades K-5 Social Studies Research – Non Fiction Reading	Small group in classroom and writing cluster	During the school day 90 min. and 45 min. cluster
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Grades K-5 10 Week Cycle At Risk with Guidance Counselor or Social Worker	Grades K-5 10 Week Cycle At Risk with SETSS Teacher or Occupational Therapy Teacher	Grades K-5 10 Week Cycle At Risk with Speech Teacher

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

According to the BEDS Survey all teachers are highly qualified because they have achieved master's degrees. Several teachers have achieved their Master's Degree with an additional 30 credits.

P. S. 175 Queens teachers are valued and recognized for their dedication and commitment to the P. S. 175 Queens children and to the children's parents. The P. S. 175 Queens Parent's Association conducts fundraisers that support the teachers and student activities. Parents volunteer to accompany students and teachers on field trips. Parents volunteer to participate in classroom activities – Cook Shop Elementary, Read Aloud Day, Native American Arts & Crafts Day, Celebrating Cultures and Diversity Day, Shakespeare Day, Family Board Game Night, Pen and Ink Magazine, etc.

P. S. 175 Queens teachers are encouraged and empowered as they share, collaborate, reflect and make decisions. Teacher teams meet, collaborate and make key decisions regarding instruction, purchase of materials, student assessment etc.

Teachers appreciate that each classroom is equipped with an interactive "SmartBoard". Teachers appreciate the "Safari Montage" resources.

Teachers appreciate the support of colleagues, custodians, cafeteria staff, secretaries, guidance counselor, social worker, nurse, psychologist, and principal with the assistant principal.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;

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:

- 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;
- 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;
- 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;
- 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;
- 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.;
- 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;
- 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;
- 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;
- 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- 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-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;

PS 175 Queens instructional day consists of eight periods. Daily 90 minute blocks are devoted to English Language Arts and to mathematics.

- respecting cultural, racial and ethnic differences;

PS 175 Queens is a recognized school of "Respect for All" and "No Place for Hate."

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.

- implementing a curriculum aligned to the Common Core State Learning Standards;

Teachers use instructional materials and resources that are aligned to the Common Core Learning Standards.

- offering high quality instruction in all content areas;

Teachers offer high quality and rigorous instruction in all content areas. Teacher Teams collaborate to examine student work and to plan instruction.

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Teachers at PS 175 Queens have their Masters degree and several teachers have achieved 30 credits beyond the masters degree.

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;

At PS 175 Queens Parent Teacher Conference Dates are during November and March

In addition PS 175 Queens teachers provide parents reasonable access. 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.

- 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;

Teachers, support staff, arrange to meet with parents at 7:30 AM or at 3:30 PM.

Communication Opportunities

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

- 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;

Teachers make sure there is a first language translator available during Parent Teacher Meetings.

- 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;

Materials are translated/written from English to the parent's home language. Home language preference is identified when a child registers at PS 175 Queens.

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/bilingual/bilingual_glossaries.htm

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

Materials are distributed to students in a timely fashion. A "Red Folder" holds all important home to school notices, flyers etc.

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Parents are present at the Parent Association Meetings and at School Leadership Team Meetings.

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;

As stated above and in the PS 175 Queens Language Translation and Interpretation Plan parents are informed in the first language.

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

During the September Parent Orientation Meetings school wide systems are identified. Parents receive a "Parent Handbook."

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

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.

- 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;

The building principal practices an open door policy with parents.

- 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);

Parents may meet with the Parent Coordinator to view computer student assessment reports – ARIS, IReady, NYS Reading, Mathematics, Science and NYSESLAT results.

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

The teachers have common preparation periods, collaborate on grade and vertical teams and attend professional development sessions.

- supporting parental involvement activities as requested by parents;

Parents are involved on various levels – fundraisers, classroom volunteers, trip escorts, reading partners, etc.

- 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;

PS 175 Queens is not a Title 1 school.

- 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;

The Parent Coordinator and School Social Worker keep parents informed of their rights and of their child's rights.

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
2012-13**

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 Danielle Giunta	District 28	Borough Queens	School Number 175
School Name The Lynn Gross Discovery School			

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

Principal Patricia Cooper	Assistant Principal type here
Coach none	Coach none
ESL Teacher Stephanie Kalonowski	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 Lau	Other type here
Network Leader Danielle Giunta	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	732	Total Number of ELLs	64	ELLs as share of total student population (%)	8.74%
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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. [i](#)

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 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 2012-2013 "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 all parents requested that their children participate in a free standing ESL Program of instruction. 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, 2012 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, 2012 and November 15, 2012 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.

Translated/Interpreted Parents Communication Activities/Materials/Workshops /Websites include: 1)visits to the ESL classroom and to the general education classroom or special 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
www.eslpartyland.com
www.a4esl.org

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 2012-2013 after reviewing the Parent Survey and Parent Selection forms 100% of the parents have made the choice to remain at PS 175 Queens as their child (65 students) participates in the Freestanding ESL program of instruction.

Last year 2011-2012 after reviewing the Parent Survey and Parent Selection forms 98% of the parents made the choice to remain at PS 175 Queens as their child (62 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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 Education (60%:40% → 50%:50% → 75%:25%)														0
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		Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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. [i](#)

	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

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
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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
														0

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	2	1	1	0								6
Chinese	1	0	1	1	1	0								4
Russian	5	11	5	2	0	2								25
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	1								1
Arabic	0	0	1	1	0	0								2
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	0	1	0	0								1
Other	2	6	2	7	2	6								25
TOTAL	8	19	11	13	4	9	0	64						

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 response to questions 1-7 here1. 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

A. Programming and Scheduling Information

the school wide "Pull-Out" organizational model as she picks up each student from their official classroom and returns each student to 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

A. Programming and Scheduling Information

features into the ESL classroom. The ESL grade 4 students have been successful on the NYS Grade 4 Science Test.

Social Studies – themes, personal experiences, cultures, traditions, history, current events, and holidays are considered when lessons are planned in cooperation with the primary classroom teacher and ESL teacher. The ESL teacher respects each ELL's home culture. This is demonstrated in culminating events such as an annual "Immigration Celebration". Students share delicious foods, 3-D models, research papers and family interviews. During the school year family members are invited as guests. Family members may select to demonstrate a tradition, share music, share a song, read a book, share pictures, etc.

Technology – instructional websites and curriculum websites foster independence and student paced instruction www.starfall.com, www.onemorestory.com, <http://www.sciencebuddies.org/> www.pbskids.org;

The primary classroom teacher, computer teacher and ESL teacher plan in cooperation to yield the best results for each ELL. ELL students use desktop computers or laptop computers located in the ESL classroom, individual classrooms and computer lab. Students are encouraged to work at home with family members or work at public libraries with family members.

Instructional Strategies include TPR -Total Physical Response and CALLA-Cognitive Academic Language Learning Approach. The ESL teacher incorporates these approaches/strategies in daily lessons. The ESL teacher makes herself available to demonstrate these instructional strategies to other teachers.

In our building (LAP) Language Allocation Policy Principles are implemented.

Principle 2: Academic Rigor and Accountable Talk are practiced in our school. These instructional strategies facilitate student learning in the “Workshop Model of Instruction”. Our teachers practice all components of the workshop model (Connection, Teach, Active Engagement, Link, Journal and Share) and design differentiated tasks whereby each student can demonstrate their understanding of an idea or of a concept in the core subject areas of literacy, mathematics, science, social studies and technology.

Principle 4: Explicit English as a Second Language and English Language Arts instruction strategies apply to our school. Our “ESL” teacher uses and demonstrates to the classroom teachers, cluster teachers and service providers methods, resources, and strategies to facilitate instruction for our English as a Second Language students. The English as a Second Language teacher and classroom teachers discuss a student’s individual progress, learning styles, strengths and areas in need of improvement. Common preparation periods, grade meetings, vertical meetings, and curriculum planning sessions are scheduled to include the classroom teachers and the English as a Second Language teacher to maximize English language acquisition for English Language Learners.

Principle 8: High Quality Teachers of English Language Learners apply to our school. Our one English as a Second Language teacher is a former special education teacher. She is a teacher who has many years of Wilson Reading Program teaching experience. She values and appreciates the student diversity at The Lynn Gross Discovery School. The “ESL” teacher attends and then “Turn Keys” skills and strategies acquired at professional development sessions and the Office of English Language Learner Institutes:

Application of Common Core State Standards for English Language Learners

School Wide Practices for Instructional Improvement

Language Diversity & The Science of Reading Development: Increasing Opportunities to Learn in Today's Classrooms

Reading and Writing for a Purpose

Response to Intervention for English Language Learners - Assessment to Instruction Links

Response to Intervention for English Language Learners - Literacy Core

Response to Intervention for English Language Learners - Mathematics

Principle 9: Alignment of Special Education Requirements and the Language Allocation Policy apply to our school. Students receive the appropriate number of instructional periods in accordance with the student’s (IEP) Individual Educational Plan. In addition when indicated on an “IEP” a bilingual language paraprofessional is assigned to a student. Students may receive additional one on one time with the educational paraprofessional.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

A. Programming and Scheduling Information

When the adult arrives at the registration counter in the general office. They identify their preferred language of communication. If needed a staff member will translate/interpret for the adult. The child is informally interviewed in English and in their first language. According to the HLS and child's interview a determination is made as to whether or not the child is eligible to be LAB-R tested. Regarding informal and formal/standard testing children in grades K-2 do not participate in the formal/standard exams. However all students ELL and EP students participate in Grades 3-8 NYS mathematics, or Grade 4 NYS science examinations. Translated exams are available in mathematics and in science. All identified ELL students participate in the spring New York State English as a Second Language Achievement Test.

5. How do you differentiate instruction for ELL subgroups?

a. SIFE - Students with Interrupted Formal Education

We never had a SIFE student.

We would have conferences and meetings scheduled with school personnel, (guidance counselor, attendance teacher, classroom teacher, English as a Second Language teacher, parent coordinator, and administrators) for the individual student and his family member/legal guardian.

We must support this student's transition back into the school culture. Support may include: peer buddy, at risk service support, additional ESL instructional hours, additional take home materials (picture dictionary, games, photographs), and community outreach programs for the parent/legal guardian.

b. ELLs in US schools less than three years (newcomers). NCLB ELA testing for ELLs after one year, specify your instructional plan for these ELLs

Newcomers

These new beginners/intermediate ELL students receive a minimum of 360 minutes per week of instruction. All advanced ELL students receive a minimum of 180 minutes per week of instruction. In the primary classroom small group instruction with language support must be provided. Grade K, 1 and 2 do not participate in New York State examinations. After reviewing the New York State Test Administration Guidelines some "Newcomers" are exempt from the ELA exam and some "Newcomers" will take the ELA exam after one year of formal instruction (depending on their date of admittance). It is vital that the students be identified correctly so that instruction is planned and facilitated to meet individual student needs. Newcomers are paired with a student who speaks their first language. Newcomers are paired with an adult school staff member who speaks the student's first language. It is important that the student knows at least one adult who "cares" for and understands the challenges facing him/her in their new academic and new cultural environment. Newcomer family members are paired with "veteran" school family members who can communicate in their first language. The parent coordinator in cooperation with the classroom teacher and ESL teacher makes sure that all school correspondences are written in the first language.

NCLB requires that after a full year of formal English language instruction that all Grade 3-8 ELL students take the New York State English Language Arts exam with appropriate testing accommodations: extended time, separate location and the listening selection is read more than once. All identified ELL students are required to take the New York State English as a Second Language Achievement Test. ELL students have the opportunity to take the Grade 3-8 mathematics and Grade 4 science in an alternate language with appropriate testing accommodations as described.

ELL students have the opportunity to participate in the Early Morning Extended Day Program and Saturday Title III Program.

c. ELLs Receiving 4 to 6 years of Service

These students may work with a paraprofessional for an additional period. Students may have an additional literacy instructional period with the writing cluster teacher or with the Wilson reading specialist. Students may be assigned to a technology program...Achieve 3000, Cambridge Fluency Reading Program, Wilson Phonics Program
Students must receive intensive support in developing their area of weakness on the NYSESLAT. Usually the area of weakness is Reading and Writing. The 4 to 6 years of service ELL student has less difficulty with the Speaking and Listening component of the NYSESLAT.

A. Programming and Scheduling Information

Technology is a powerful learning tool for ELLs. These students are motivated, and are in “control”: able to direct their learning, select a topic, monitor time on task, receive prompt feedback, multi-sensory, hands-on, promotes collaboration with classmates, computers are nonjudgmental, and students can construct meaning and learn in varied and unusual ways, not only from the teacher and from a textbook.

The ESL teacher in cooperation with the primary classroom teacher, and AIS teacher, should examine, ARIS, ACUITY predictive exam results, and the new Matrix component. An item line analysis will help identify learning trends of the long term ELL student.

d. Long Term ELLs (completed 6 years)

At this time the maximum number of years of service is 5 years. If we did have such a student perhaps increased intensive Response to Intervention strategies, leading to "At Risk" ten week services, leading to formal evaluation in order to identify if there is a learning disability, or if there is a different reason for why a student demonstrates a delay in English language acquisition.

6. ELLs identified as having special needs

These self contained class students are referred to bilingual special education programs if specified on their IEP or if requested by parents or legal guardians. For SETSS services, students will remain in monolingual classrooms depending on parental ELL program option requests. Classroom teachers plan closely with the ESL teacher and with special education related service providers. Students participate in a "Pull Out" model of instruction. The ESL teacher will provide additional "Push In" sessions and teach with the classroom teacher. Our ESL teacher is also trained in the Wilson Reading Program. All classroom libraries are equipped with non-fiction reading materials that ensures that the student can "read" materials on his/her instructional and independent level. The classrooms are equipped with a minimum of two computers and one SmartBoard.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD....

The teachers participate in common preparation meetings, staff meetings, grade conferences, vertical meetings and curriculum planning meetings. The scheduling is flexible to support the examination of student sample work, inter class/inter grade teacher visitations, and sharing of "SmartBoard Lessons". Students participate in "Flexible Mainstream Instruction". Teachers design the schedule for maximum student intellectual social and emotional success.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

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.

ELL students participate in Early Morning Extended Day Program and Saturday Program. ELL students participate in all school wide events and individual class field trips. Classmates who speak the same language Russian, Chinese, Spanish, etc are paired up with the "Newcomer" to support a smooth transition into the building. The Parents Association After School programs invites all students to participate. This program is funded by the parents.

13. What instructional materials, including technology, are used to support ELLs (includes content area as well as language materials; list ELL subgroups if necessary)?

Printed Material

Textbooks include: Scott Foresman ESL, NYSESLAT, ELA, Math, Social Studies and Science Test Prep books, Student Resource Books include: Picture Dictionaries, Student Dictionaries, Glossaries, Foreign Language Dictionaries, Thesaurus, Atlas, and Fiction/Non Fiction Leveled Libraries,

Technology

Instructional Websites, Interactive SMART Board notebook software, Language Software,

Field Trips

Museums, Zoos, Landmarks, Hall of Science, Botanical Gardens, Theater Residence Programs
Arts Horizons, Ballroom Dancing, Pennsylvania Farm Animals, and Alley Pond Environmental
School Wide Events

Immigration Festival, Spirit Day, Student Council Elections, City Harvest, CookShop Classroom
School Wide Publication

ENCORE Magazine (every student includes a piece of writing)

Student Assessment

I Ready, ARIS, ECLAS-2, ACUITY Periodic Assessment – This tool supports the ESL teacher and primary classroom teacher in identifying trends. The teachers discuss what instructional strategies need clarification and what support is needed for the ELL students in the content areas of ELA and mathematics. Language test accommodations (oral translations, written translations) are available in the content areas of mathematics, science and social studies.

NYSESLAT Periodic Assessment – This tool supports the ESL teacher and primary classroom teacher in identifying trends in the specific components of the NYSESLAT (Speaking, Listening, Reading and Writing). The teachers discuss what instructional strategies need to be clarified and what support is needed for the ELL students in order to achieve a "proficiency" grade on the NYSESLAT.

14. How is native language support delivered in each program model?

In the Freestanding ESL program model printed material supports the native language... glossaries, dictionaries, books in the content area, magazines and newspapers are valued and welcomed in the classroom. Intelligence in the first language is valued and recognized with the expectation that intelligence will be developed and demonstrated in the second language. There are staff members who are fluent in the ELL student's first language. Newcomer students participate in a "buddy program" to support a smooth transition. "Veteran" parents reach out to "Newcomer" parents. Many parents ask..."How can I help my child with the homework?" Parents are introduced to the multi-lingual "DIAL A TEACHER" program.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, because the Freestanding ESL Pull-Out program facilitated by our one highly certified ESL teacher correspond to our ELLs' ages and grade levels as described in the section "How is Instruction Delivered?"

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

There is a spring Kindergarten Open House. The Parent Coordinator makes parents feel welcomed with handouts in the first language.

Parents are invited to meet school administrators, ask questions via a translator/interpreter as needed and to tour the building.

17. Instructional language electives are not offered on the elementary school level.

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 a free standing ESL Program School.

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, 2012- What does Response to Intervention Look Like for an ELL Student?

February 6, 2013 - What does unpacking Academic Language Look Like for an ELL Student?

May 7, 2013 - What does the calendar year 2013-2014 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 discussed at grade meetings and staff conferences a minimum of three times during the school year September 2011– June 2012.

November 8, 2012 Professional Development Day (non attendance for students) -
Response to Intervention

Differentiated Instruction and the ELL Student

February 4, 2013 Staff Conference -Academic Language and the ELL Student

May 6, 2013 Staff Conference - Vertical Planning for 2013-2014

Evidence includes: 1) Agenda 2) Attendance Sheets 3) Handouts

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 here

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

September 6, 2012

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, 2012

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 13, 14, 2012 and March 11, 12, 2013

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 2012 - May 2013

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 2012 - May 2013

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.

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

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.

March 2013

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

Ongoing October 2012 - Final Assembly June 2013

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 3:00PM – 6:00 PM and Fridays and 2:20 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...
- 2) I need the service of an interpreter
- 3) I need to consult a staff member to obtain the service of an interpreter
- 4) School Safety Agent can call the NYCDOE's Translation and Interpretation Unit to get an interpreter over the telephone (718) 752-7373
- 5) Parent completes the "In what language would you like to receive written information from the school?" The results of this form are shared with all staff members who work with the ELL student.
- 6) Parent reads "Multi Lingual NYCDOE Welcome Sign" indicates Parent Coordinator Fran Sternberg (718) 459-2731 and District Family Advocate Sonia Rueda (718) 557-2689

School staff members quickly work to establish a relationship between the school and home with all parents. Parents are introduced to the varied school personnel members from the school safety agent to the principal. Patterns have shown that the assistant principal, parent coordinator, social worker and ESL teacher have been key contacts.

Parents receive a needs assessment survey in their preferred language - "How Can the School Help Your Child?"

The Parent Coordinator, social worker and ESL teacher review the forms, organize and conduct in school workshops, locate and distribute NYC, and Community Based Organization brochures, distribute flyers, distribute announcements of District 28 or CFN Network #207 – district wide/city wide parent workshops - "Middle School Choice".

The automated School Messenger System calls PS 175 Queens student's homes. The messengers are spoken in the parent's identified preferred language. Announcements are general...Parents Association Meeting, Half Day of School, or child specific - your child was late, etc.

4. How do your parental involvement activities address the needs of the parents?

The parent involvement activities address ways that the newcomer parents can feel welcomed and become familiar with the daily routines of their child in the learning environment of PS 175 Queens. In addition the activities support the newcomer parents as they navigate New York City and the challenges of communicating in an English speaking environment. We inform our parents of the Access New York City website and translated services.

Summary

We see our school as a learning community where all members, students, staff and parents support each other, address, accept and meet the needs of individuals and create an atmosphere where learning, creativity and participation take place. Ideally, the members of our learning community will be life-long learners, flexible and adaptable to change, responsible and accountable and will become active participants in our school and in our society. They will have long term goals, high self-esteem, and respect for themselves and for others. The members of our learning community will develop decision making skills, critical thinking skills and the ability to communicate effectively.

P. S. 175 Queens, The Lynn Gross Discovery School is based on the proposition that children are seekers of meaning. Our mission is to supplement recitation with learning experiences that harness a child's natural inquisitive nature to explore and discover. The Lynn Gross Discovery School engages children in investigations self-selected from age appropriate themes in natural science and social science. Our children are provided with opportunities to identify their interests and develop their multiple intelligences in a child centered, risk free atmosphere, which encourages cooperation, teamwork and respect for the individual. Independence, self-reliance, confidence and the ability to identify and solve problems are anticipated outcomes for all of our students. We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Parents are equal partners with the school in making all of our children life-long learners.

The English Language Learner student must have every opportunity to be successful in the same way as the non English Language Learner student has opportunities to learn. The Language Allocation Policy is one tool that helps reach this goal.

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)	9	7	5	5	1	1								28
Intermediate(I)	0	9	4	6	0	3								22
Advanced (A)	0	2	2	3	2	5								14
Total	9	18	11	14	3	9	0	0	0	0	0	0	0	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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									0
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. This year I Ready is also used.

Grades 3-5 use the Priodic Assessment Tool ACUITY, ELL Periodic Assessment and I Ready is also used.

Classroom teachers in cooperation with the ESL teacher, special education teachers, cluster teachers, and special education service providers examin 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 2012 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	7	9	2	1
Second Grade	5	4	2	6
Third Grade	5	6	3	1
Fourth Grade	1	0	2	3
Fifth Grade	1	3	1	4

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 organizers, "Thinking Aloud" - verbalization/self regulation, sequencing/breaking down the task, etc. The ESL teacher must consistently instruct the ELL student in a clear and explicit manner. Content, skills and concepts must always be demonstrated/facilitated from the concrete to the representational and finally to the abstract level. The ESL teacher must conduct ongoing assessment of the ELL student. The ESL teacher should use research based strategies such as the Vanderbilt University Peer Assisted Learning Strategies. The ESL teacher should incorporate NYSED suggested list of academic language (mathematics, etc). The ESL teacher can consult the NYS Response to Intervention at www.nysrti.org for additional ideas. ELL students will also benefit from increased time with the instructional paraprofessional. The ESL teacher instructs the instructional paraprofessional in what to reinforce with the ELL student. The SETSS teacher can also support the ELL student.

Patterns Across grades indicate: Students in grades K-1 are most successful in achieving a level of "Proficient" in less than two years of ESL Service. Students in grades 2-4 struggle with reading and writing. They achieve a level of "Intermediate" or "Advanced" in two or more years of ESL Service. Students who have greater than three years of ESL Service receive "Extension of Services" and may also receive Special Education Services.

The charts listed below are based on the data from ATS New York City Schools NYSESLAT Combined Modality Report RNMR ELL Students Years of Service at a Glance 2012-2013

Grade	#of Students	Years of Service
5	9	4=1YOS, 0<1YOS, 1=5YOS, 4=2YOS
4	4	0=1YOS, 2<1YOS, 1=2YOS
3	14	2=1YOS, 3<1YOS, 3=2YOS,6=3YOS,
2	11	3<1YOS, 3=1YOS, 4=2YOS, 1=3YOS
1	18	14=1YOS, 3<1YOS, 1=2YOS,
K	8	8=<1YOS

ELL Students Levels of Achievement at a Glance 2012-2013

27 Beginners 22 Intermediate 14 Advanced

This year 2012-2013 the challenge is to increase the number of "Proficient" ELL students in all grade levels K-1, 2-4 and 5-6. At PS 175 Queens our fifth grade students are our exit grade.

English Language Learner students who have had one year of formal English instruction prior to the New York State English Language Arts Examination date are mandated to take the exam. According to the student's date of admission and the date of the "ELA" a student can be exempt from participation. The test coordinator must know the exact date of admission for the grade 3, 4, 5, etc. English as a Second Language student. All students in the grade 3, 4, and 5 are required to take the math, science and social studies examinations.

The Lynn Gross Discovery School 2009-10 New York State School Report Card Comprehensive Information Report was not available for a detailed examination of our students who are eligible to take the NYSESLAT. Previous patterns reveal that generally our students perform better on the "Listening and Speaking" part of the exam rather than on the "Reading and Writing" part of the exam. As a result our teachers attend and share with colleagues content and materials from professional development conferences devoted to : The Common Core Learning Standards and ELL (expert Dr. Julia Lara), Academic Language and the ELL student (experts: Lily Wong, and Linda Fink.), Lesson Observation Tools for Structuring Accountable Contexts for ELL (expert Dr. Kate Kinsella). Improving NYSESLAT/ELA scores are an important focus and school wide goal.

The Office of English Language Learners provided the following books:

How to Teach English Language Learners

Why Do English Language Learners Struggle with Reading?

Leading for Results

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)
Patricia Cooper	Principal		10/17/12
	Assistant Principal		1/1/01
Francine Sternberg	Parent Coordinator		10/17/12
Stephanie Kalinowski	ESL Teacher		10/17/12
Elena Amoniva	Parent		10/17/12
Claudia Diamond	Teacher/Subject Area		10/17/12
Hoi Tik Chan	Teacher/Subject Area		10/17/12
	Coach		1/1/01
	Coach		1/1/01
Eva Braun	Guidance Counselor		10/17/12
Danielle Guinta	Network Leader		10/17/12
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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 State Test 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 "Expect Success A Family's Guide to Preparing Students for College and Careers."

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Lynn Gross Discovery School	DBN: 28Q175
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: One supervisor and one ESL teacher will be assigned to the Saturday Academy English as a Second Language. The Saturday Academy English as a Second Language Program will meet 4 hours during each session for a total of 20 sessions from December 8, 2012 to June 15, 2013. One supervisor and one ESL teacher will be assigned to the Saturday Academy English as a Second Language.

English Language Learner students in 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. 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 2013 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, social studies and mathematics.

The NYCDOE suggests using interactive computer software and equipment. In order to incorporate more computer technology and to build literacy and language skills at the same time, we would like to use the "Big Universe" literacy program. The "Big Universe" is a K-12 computer-based instructional literacy program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific non fiction lexile text selections. The expertly designed non fiction curriculum is delivered through computer technology. The "Big Universe" facilitates direct vocabulary development (including academic language), listening and speaking, and emergent literacy, with individualized text selections 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 , Rigby Leveled Books and Teacher Creative Resources " will support our students as they explore various genres that encourage students to practice habits of independent reading and independent writing. Attanasio & Associates "Getting Ready for the NYSESLAT" consumable

Part B: Direct Instruction Supplemental Program Information

practice books will support students as they prepare for the 2013 NYSESLAT.

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 "Big Universe". This training will be provided by a teacher who uses the "Big Universe" program. 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

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 45-90 minutes. The staff conferences are scheduled a minimum of three times.

November 6, 2012

January 7, 2013

March 4, 2013

Part C: Professional Development

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).

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

Part D: Parental Engagement Activities

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.

During parent workshops multi lingual parents volunteer to translate in Russian, Spanish, Chinese, Hebrew, Arabic and Hindi. The best practice is that an "established parent" will connect with a "new parent".

Part E: Budget

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

Allocation Amount: \$11200

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 	\$11,200 Supervisor = \$4201.60 Teacher = \$4015.20	In the NYCDOE Budget Program Per Session is as follows: a supervisor is calculated at \$52.52 per hour, and a teacher is calculated at \$50.19 per hour. There will be 20 sessions at 4 hours per person (begins December 8, 2012-12/15, 1/5, 1/12, 2/2, 2/9, 2/23, 3/2, 3/9, 3/16, 4/6, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 6/1, 6/8 and ends June 15, 2013). ESL teacher will support beginning, intermediate and advanced English Language Learners as they improve literacy, mathematics, science, social studies and technology skills. The ESL teacher will conduct Parent Workshops with the parent

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		coordinator. The school aide will support the teacher and parent coordinator. The school administrator will supervise the teacher, parent coordinator, school aide and students
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	None	The school highly trained ESL teacher will provide curriculum development workshop meetings for parents.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$300.00 \$400.00 \$799.00 \$1484.20.	copier paper ink cartridge Interactive Science for Whiteboards and Classroom Computers (www.Abramslearningtrends.com) Getting Ready for the NYSESLAT (www.attanasio-edu.com)
Educational Software (Object Code 199)	None	The school will provide interactive whiteboards and instructional software.
Travel	None	None
Other	None	None
TOTAL	\$11,200.00	