



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE LYNN GROSS DISCOVERY SCHOOL

DBN (i.e. 01M001): 28Q175

Principal: PATRICIA COOPER

Principal Email: PCOOPER3@SCHOOLS.NYC.GOV

Superintendent: DR. BEVERLY FOLKES BRYANT

Network Leader: DANIELLE GUINTA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Patricia Cooper	*Principal or Designee	
Haren Zwiebel	*UFT Chapter Leader or Designee	
Svetlana Lipyanskaya	*PA/PTA President or Designated Co-President	
None	DC 37 Representative, if applicable	
None	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
None	CBO Representative, if applicable	
Anna Starr	Member/ *PA/PTA President or Designated Co-President	
Stephanie Kalinowski	Member/ Teacher	
Vita Lombardo	Member/ Teacher	
Stella Preston	Member/ Teacher	
Claudia Diamond	Member/ Teacher	
	Member/)	
Elena Aminova	Member/ Parent	
Pamela Peters	Member/ Parent	
Kasia Gorczynski	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
NA	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014 all general education students, identified English as a Second Language students and students with disabilities in grades 3, 4 and 5 will be able to understand complex texts, which will result in 50% of students scoring on or above level according to spring NYS ELA Exams. Students in grades K-5 will engage in rigorous tasks aligned with the Common Core State Standards that focus on higher order thinking concepts, skills, vocabulary, and close reading.

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.

Assessment tools include: I-Ready, DRA-2, MOSL NYC Written Performance Test, Science Test and informal teacher designed reading inventory. In addition grade 4 and grade 5 teachers can examine the previous year student test results/history. The school needs assessments process included the examination of several sources: ELA Acuity Exams, Progress Report, School Report Card, Inquiry Team Work and last the NYS standardized ELA test. There was a decline in student progress and levels of achievement. The decline may be due to a dramatic shift to the Common Core State Standards in ELA. The decline may be due to the change in testing format to a more rigorous test format.

The results from the spring 2012-2013 New York State ELA exams identified the need to generate Annual Goal #1.

Grade 3 (2013-2014 Grade 4 Students) achieved the following results: level 1=28 students, Level 2=54 students, Level 3=39 students, Level 4=2students

Grade 4 (2013-2014 Grade 5 students) achieved the following results: level 1=14 students, Level 2=54 students, Level 3=33 students, Level 4=26 students

Reported in the 2012-2013 Progress Report the 28Q175 ELA Adjusted Growth Percentile revealed a low percentile point of 53.0 and a high percentile point of 88.1.

It was reported in the Community School District 28Q PS 175 achieved an ELA percentile of 40% on or above grade level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

Instructional Strategies/Activities

Address the needs of all students

- Small group instruction in class
- Grouping students by ability
- Flexible program/schedule for special needs students
- Service providers pull out students
- ELL Instructional Pull Out Program
- Integration of common core subjects using technology (Smart Board, laptop s,
- Student sample work is aligned with Common Core learning standards
- 90 minute literacy block (Ready Gen)
- 37 ½ minutes extended day Monday and Tuesday
- Response to Intervention/Inquiry Team
- 10 week At Risk Academic Services
- ELA After School Program
- Prep/Lunch and Learn
- Saturday Academy – Enrichment, Remediation/Saturday Title III

Alignment of NYCDOE Citywide Expectations for ELA

Support students as they practice behaviors of:

- Higher order thinking skills
- Depth of Knowledge

Instructional focus of multiple entry points

- Universal Design of Learning

Teachers support teachers as they:

- Develop and share collaborative units and lessons
- Develop and share rubrics
- Participate in network professional development (ELA)
- Visit other network schools

B. Key personnel and other resources used to implement each strategy/activity

1. All staff members are committed to working together to support positive student outcomes.
2. Classroom Teachers design and maintain student data (binders, core subject assessment folders, work folders).
3. IEP/SETSS Teacher pull out students
4. ELL Teacher pull out students
5. Teachers meet during common preps, grade meetings, faculty meetings, vertical meetings, and response to intervention meetings. Various student groups (gender, ELL, SWD, ethnicity) are studied during the meetings.
6. All resources/data are used to drive instruction.

Instructional Staff Members listed below participate in the 37.5 minute extended day sessions for grades 2, 3, 4 and 5:

- Classroom teachers
- Cluster teachers(science, art, library, computer, gym, music)
- IEP teacher/SETSS teacher,
- Enrichment teacher
- ESL teacher
- Speech teachers

All Students receive:

- Classroom teachers who facilitate a 90 minute Ready Gen literacy block of instruction

Identified Students receive instruction from:

- IEP teacher/ SETSS teacher with parental consent service for 10 weeks identified academic at risk students
- ESL teacher uses ELL Response to Intervention strategies

Resources

Technology is a valuable instructional tool.

- Smartboards
- Desktops
- Laptops
- Literacy software enhance instruction

Instructional Student Support Programs include:

- Saturday Academy
- Academic After School sessions

- Prep/Lunch and Learn programs

Lexile Classroom Library access includes:

- Extensive and expanding non-fiction classroom libraries that are aligned with Common Core Learning Standards

All of the above support this Goal #1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher Teams examine student work, plan instruction, read professional articles, preview instructional materials, maintain student data binders during Common Periods, Staff Meetings, Response to Intervention Meetings and Professional Development Periods.
2. Teacher Teams participate in the decision making process as they examine and select resources and programs.
3. Teacher team works have a direct impact on instructional practice, design of student rubrics, rigorous curriculum design.

D. Timeline for implementation and completion including start and end dates

1. This Goal #1 begins September 2013 and concludes June 2014
2. Academic After School Programs, Prep/Lunch and Learn, Saturday Academy begin in January 2014 and end in May 2014. Teachers will be paid per session rate per UFT Bargaining Agreement
3. Saturday Title III Program will begin in January 2014 and end in May 2014. Teacher will be paid with Title III funds
4. Extended Day Sessions begin September 2013 and end June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Extended Day instruction is intended for students in grades 2, 3, 4, and 5. The program implementation does not require additional cost/budget allocations
2. Teacher Teams/Professional Development does not require additional cost/budget allocations

Teacher Teams are organized horizontal by grade and vertical across the grades. Teacher Teams are organized by core subject: ELA, Math, Science, Social Studies and Response to Intervention. Teacher Teams meet a minimum of once a week during the common preparation period. Teacher Teams meet on Wednesday mornings from 8:00 to 8:40. Teacher Teams examine Danielson Frameworks of Effective Teaching and Best Practices. Teacher Teams meet from 8:00 to 8:40 on alternate Thursdays for Vertical Meetings or for Response to Intervention Meetings. There are no additional costs attached to the operation of Teacher Teams

3. After School Remedial ELA/Math Grade 4 and 5 Sessions require additional cost/budget allocations – per session
4. Prep/Lunch and Learn Remedial ELA/Math Grade 3, 4, and 5 Sessions require additional cost/budget allocations – per session
5. Saturday Academy/Test Prep/Enrichment – Grades 2, 3, 4, and 5 require additional cost/budget allocations-per session
6. Saturday Title III Program – no additional cost to the budget because the program is Federally Funded
7. Resources that support each instructional activity include: professional development sessions facilitated by school administrators, building teachers, CFN 207 Network instructional specialists, and CFN 207 Talent Coach. There are no additional costs attached to this activity.

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).

1. Parents attend: Curriculum Meetings facilitated by lead teachers who detail literacy, mathematics, science and social studies Common Core Learning Standards and Citywide Instructional Expectations for the respective grades K-5.
2. 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, ELA and Math Instructional Shifts, City Wide Instructional Expectations, School to Home computer programs – Starmattica, SmartyAnts, Math Buddies, I-Ready, One More Story, Read Works, and Starfall.
3. Student ID and Student Passwords are universal in design Unique User ID is the Child's Name and Birthday, Password is student
4. Parents are encouraged to meet with the teacher as often as necessary. Parent Teacher Conferences are not restricted to the scheduled November 2013 and March 2014 standard meeting dates

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, greater than 50% of general education students, English as Second Language students, and students with disabilities in grade 3, grade 4, and grade 5 will demonstrate a score on or above grade level on the spring 2014 New York State Mathematics test. Students in grades K-5 will engage in rigorous tasks aligned with the Common Core State Standards that focus on concepts, skills and problem solving.

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.

Assessment tools/reports include ARIS, GO MATH Assessments, I-Ready.

The school needs assessments process included the examination of several sources: Math Acuity Exams, Progress Report, School Report Card, and Inquiry Team Work. NYS standardized Math test indicated that there was a decline in student progress and levels of achievement. The decline may be due to a dramatic shift to the Common Core State Standards in Math. The decline may be due to the change in testing format to a more rigorous test format.

The results from the spring 2012-2013 New York State Math exams identified the need to generate Annual Goal #2.

Grade 3 (2013-2014 Grade 4 Students) achieved the following results: level 1=20 students, Level 2=37students, Level 3=23 students, Level 4=21students

Grade 4 (2013-2014 Grade 5 students) achieved the following results: level 1=17 students, Level 2=34students, Level 3=53 students, Level 4=24students

Reported in the 2012-2013 Progress Report the 28Q175 Math Adjusted Growth Percentile revealed a low percentile point of 51.03and a high percentile point of 86.9.

It was reported in the Community School District 28Q PS 175 achieved an Math percentile of 46% on or above grade level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

Instructional Strategies/Activities

Address the needs of all students

- Small group instruction in class
- Grouping students by ability
- Flexible program/schedule for special needs students
- Service providers pull out students
- ELL Instructional Pull Out Program
- Integration of common core subjects using technology (Smart Board, laptop s,
- Student sample work is aligned with Common Core learning standards
- 90 minute mathematics block (GO MATH)
- 37 ½ minutes extended day Monday and Tuesday
- Response to Intervention/Inquiry Team
- 10 week At Risk Academic Services
- Math After School Program
- Prep/Lunch and Learn

- Saturday Academy – Enrichment, Remediation/Saturday Title III

Alignment of NYCDOE Citywide Expectations for Math

Support students as they practice behaviors of:

- Higher order thinking skills
- Depth of Knowledge

Instructional focus of multiple entry points

- Universal Design of Learning

Teachers support teachers as they:

- Develop and share collaborative units and lessons
- Develop and share rubrics
- Participate in network professional development (MATH)
- Visit other network schools
- Examine both formal and informal student math assessment tools

2. Key personnel and other resources used to implement each strategy/activity

1. All staff members are committed to working together to support positive student outcomes.
2. Classroom Teachers design and maintain student data (binders, core subject assessment folders, work folders).
3. IEP/SETSS Teacher pull out students
4. ELL Teacher pull out students
5. Teachers meet during common preps, grade meetings, faculty meetings, vertical meetings, and response to intervention meetings. Various student groups (gender, ELL, SWD, ethnicity) are studied during the meetings.
6. All resources/data are used to drive instruction.

Instructional Staff Members listed below participate in the 37.5 minute extended day sessions for grades 2, 3, 4 and 5:

- Classroom teachers
- Cluster teachers(science, art, library, computer, gym, music)
- IEP teacher/SETSS teacher,
- Enrichment teacher
- ESL teacher
- Speech teachers

All Students receive:

- Classroom teachers who facilitate a 90 minute GO MATH block of instruction

Identified Students receive instruction from:

- IEP teacher/ SETSS teacher with parental consent service for 10 weeks identified academic at risk students
- ESL teacher uses ELL Response to Intervention strategies

Resources

Technology is a valuable instructional tool.

- Smartboards
- Desktops
- Laptops
- Literacy software enhance instruction

Instructional Student Support Programs include:

- Saturday Academy
- Academic After School sessions
- Prep/Lunch and Learn programs
- Lexile Classroom Library access includes:
- Extensive and expanding non-fiction classroom libraries that are aligned with Common Core Learning Standards

All of the above support this Goal #2.

Resources: Technology is a valuable instructional tool. Smartboards, Smartboard Math tools, desktops, laptops, and mathematics software enhance instruction. Saturday Academy, and academic After School, Lunch and Learn sessions support students. Additional problems solving take home books support student learning and practice with parents. The school home connection is supported with Starmattica, Math Buddies, and Learn Zillion and with Kahn's Academy. Extensive and expanding non-fiction classroom libraries are aligned with Common Core Learning Standards and with this Goal # 2.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher Teams examine student work, plan instruction, read professional articles, preview instructional materials, maintain student data binders during Common Periods, Staff Meetings, Response to Intervention Meetings and Professional Development Periods.
2. Teacher Teams participate in the decision making process as they examine and select resources and programs.
3. Teacher team works have a direct impact on instructional practice, design of student rubrics, rigorous curriculum design.

4. Timeline for implementation and completion including start and end dates

This Goal #2 begins September 2013 and concludes June 2014

1. Academic After School Programs, Prep/Lunch and Learn, Saturday Academy begin in January 2014 and end in May 2014. Teachers will be paid per session rate per UFT Bargaining Agreement
2. Saturday Title III Program will begin in January 2014 and end in May 2014. Teacher will be paid with Title III funds
3. Extended Day Sessions begin September 2013 and end June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Extended Day instruction is intended for students in grades 2, 3, 4, and 5. The program implementation does not require additional cost/budget allocations
2. Teacher Teams/Professional Development does not require additional cost/budget allocations

Teacher Teams are organized horizontal by grade and vertical across the grades. Teacher Teams are organized by core subject: ELA, Math, Science, Social Studies and Response to Intervention. Teacher Teams meet a minimum of once a week during the common preparation period. Teacher Teams meet on Wednesday mornings from 8:00 to 8:40. Teacher Teams examine Danielson Frameworks of Effective Teaching and Best Practices. Teacher Teams meet from 8:00 to 8:40 on alternate Thursdays for Vertical Meetings or for Response to Intervention Meetings. There are no additional costs attached to the operation of Teacher Teams

3. After School Remedial ELA/Math Grade 4 and 5 Sessions require additional cost/budget allocations – per session
4. Prep/Lunch and Learn Remedial ELA/Math Grade 3, 4, and 5 Sessions require additional cost/budget allocations – per session
5. Saturday Academy/Test Prep/Enrichment – Grades 2, 3, 4, and 5 require additional cost/budget allocations-per session
6. Saturday Title III Program – no additional cost to the budget because the program is Federally Funded
7. Resources that support each instructional activity include: professional development sessions facilitated by school administrators, building teachers, CFN 207 Network instructional specialists, and CFN 207 Talent Coach. There are no additional costs attached to this activity.

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).

1. 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.
2. 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, ELA and Math Instructional Shifts, City Wide Instructional Expectations, School to Home computer programs – Starmattica, I-Ready, Learn Zillion, Kahn's Academy

3. Student ID and Student Passwords are universal in design Unique User ID is the Child's Name and Birthday, Password is student
4. Parents are encouraged to meet with the teacher as often as necessary. Parent Teacher Conferences are not restricted to the scheduled November 2013 and March 2014 standard meeting dates

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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 2014 identified English as a Second Language students in grades K-5, will be able to achieve a proficient level in the Reading and Writing component as measured by the NYSESLAT. ESL students in grades K-5 will engage in rigorous tasks aligned with the Common Core State Standards that focus on speaking and listening, reading and writing, higher order thinking concepts, skills, vocabulary, and close reading.

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.
 It is reported in the spring 2012-2013 NYSESLAT that our student levels of proficiency exceeds the city average. However our students are not successful in the reading and writing portion of the NYSESLAT as compared to being successful in the speaking and listening portion of the NYSESLAT. A student must be proficient in all four categories (speaking/listening, reading/writing) to receive an overall score of Level 4 Proficient.
 The Chart Describes the Spring 2013 NYSESLAT Results

Grade	Beginners Level 1	Intermediate Level 2	Advanced Level 3	Proficient Level 4
K	2	5	3	0
1	3	4	7	5
2	0	3	5	3
3	1	3	6	2
4	0	2	1	0
5	0	1	6	1

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Following the mandated Home Language Survey and the administration/scoring of the LAB-R exam extensive time is devoted to the administration and analysis of both formal and informal student speaking/listening, reading/writing assessment tools.
 Assessment tools include: LAB-R, and informal teacher designed inventory. In addition grade 1-5 teachers can examine the previous year NYSESLAT – ELA, Math, Science student test results/history.

Instructional Strategies/Activities

- Address the needs of all students
- Small group instruction in class
 - Grouping students by ability
 - Flexible program/schedule for special needs students
 - Service providers pull out students

- ELL Instructional Pull Out Program
- Integration of common core subjects using technology (Smart Board, laptops,
- Student sample work is aligned with Common Core learning standards
- 90 minute mathematics block (GO MATH)
- 37 ½ minutes extended day Monday and Tuesday
- Response to Intervention/Inquiry Team
- 10 week At Risk Academic Services
- Math After School Program
- Prep/Lunch and Learn
- Saturday Academy – Enrichment, Remediation/Saturday Title III

Support students as they practice behaviors of:

- Higher order thinking skills
- Depth of Knowledge

Instructional focus of multiple entry points

- Universal Design of Learning

Teachers support teachers as they:

- Develop and share collaborative units and lessons
- Develop and share rubrics
- Participate in network professional development (ELL)
- Visit other network schools

• Key personnel and other resources used to implement each strategy/activity

1. Staff: Classroom teachers, cluster teachers, ESL teacher and speech teachers participate in the mandated 37 ½ minutes of instruction, classroom teachers facilitate a 90 minute mathematics block of instruction, 90 minutes literacy block of instruction, and the ESL teacher uses ELL Response to Intervention strategies. There are no additional costs attached to this strategy/activity/method of instruction.
2. Prep/Lunch and Learn – There is the additional per session cost for this activity
3. Saturday Academy ELL – there is no additional cost for this activity because it is Federally Funded under Title III

Resources: Technology is a valuable instructional tool. Smartboards, Smartboard Math tools, desktops, laptops, and mathematics software enhance instruction. Saturday Academy, and academic After School, Lunch and Learn sessions support students. Additional problems solving take home books support student learning and practice with parents. The school home connection is supported with Starmattica, Math Buddies, and Learn Zillion and with Kahn’s Academy. ESL technology support comes with Read Works, One More Story, Starfall, and ESL Café. Extensive and expanding non-fiction classroom libraries are aligned with Common Core Learning Standards and with this Goal # 3

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher Teams examine student work, plan instruction, read professional articles, preview instructional materials, maintain student data binders during Common Periods, Staff Meetings, Response to Intervention Meetings and Professional Development Periods.
2. Teacher Teams participate in the decision making process as they examine and select resources and programs.
3. Teacher team works have a direct impact on instructional practice, design of student rubrics, rigorous curriculum design.

• Timeline for implementation and completion including start and end dates

This Goal #3 begins September 2013 and concludes June 2014

1. Academic After School Programs, Prep/Lunch and Learn, Saturday Academy begin in January 2014 and end in May 2014. Teachers will be paid per session rate per UFT Bargaining Agreement

2. Saturday Title III Program will begin in January 2014 and end in May 2014. Teacher will be paid with Title III funds
3. Extended Day Sessions begin September 2013 and end June 2014

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Extended Day instruction is intended for students in grades 2, 3, 4, and 5. The program implementation does not require additional cost/budget allocations
2. Teacher Teams/Professional Development does not require additional cost/budget allocations

Teacher Teams are organized horizontal by grade and vertical across the grades. Teacher Teams are organized by core subject: ELA, Math, Science, Social Studies and Response to Intervention. Teacher Teams meet a minimum of once a week during the common preparation period. Teacher Teams meet on Wednesday mornings from 8:00 to 8:40. Teacher Teams examine Danielson Frameworks of Effective Teaching and Best Practices. Teacher Teams meet from 8:00 to 8:40 on alternate Thursdays for Vertical Meetings or for Response to Intervention Meetings. There are no additional costs attached to the operation of Teacher Teams

3. After School Remedial ELA/Math Grade 4 and 5 Sessions require additional cost/budget allocations – per session
4. Prep/Lunch and Learn Remedial ELA/Math Grade 3, 4, and 5 Sessions require additional cost/budget allocations – per session
5. Saturday Academy/Test Prep/Enrichment – Grades 2, 3, 4, and 5 require additional cost/budget allocations-per session
6. Saturday Title III Program – no additional cost to the budget because the program is Federally Funded

Resources that support each instructional activity include: professional development sessions facilitated by school administrators, building teachers, CFN 207 Network instructional specialists, and CFN 207 Talent Coach. There are no additional costs attached to this activity.

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).

1. Written and spoken translation is available as ESL 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.
2. 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, ELA and Math Instructional Shifts, City Wide Instructional Expectations, School to Home computer programs – Starmattica, Math Buddies, SmartyAnts, I-Ready, Learn Zillion, Kahn's Academy

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

1.

• **Key personnel and other resources used to implement each strategy/activity**

1.

- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
- 1.
- Timeline for implementation and completion including start and end dates
- 1.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 7. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 8. Key personnel and other resources used to implement each strategy/activity**
- 6.
- 9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 10. Timeline for implementation and completion including start and end dates**
- 1.
- 11. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.



Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Response to Intervention Grades K-5	Small group extended day, classroom, afterschool, Lunch and Learn, Saturday Academy, Saturday Title III	Before School 37.5 min During the school day 90 min. Lunch and Learn 45 min After School 90 min Saturday 180 min.
Mathematics	Response to Intervention Grades K-5	Small group extended day, classroom, afterschool, Lunch and Learn, Saturday Academy, Saturday Title III	Before School 37.5 min During the school day 90 min. Lunch and Learn 45 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. Science Cluster 45 min After School 90 min Saturday 180 min.
Social Studies	Response to Intervention Grades K-5 Grades K-5 Social Studies Research – Non Fiction Reading, Close Reading	Small group in classroom and library 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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, P. S. 175 Queens 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 Cool Culture School, and 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 READY GEN and GO MATH 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.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
P. S. 175 Q is not a Title I school.
- 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/bilinged/bilingual_glossaries.htm

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.

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 make appointments to see the teacher/school administrators as needed, parents organize and distribute Pen & Ink Newsletters.

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 and assistant principal practice 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 Guidance Counselor 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;
2. always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District	Borough Queens	School Number 175
School Name The Lynn Gross Discovery School		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Patricia Cooper	Assistant Principal Milagros Dueno
Coach none	Coach none
ESL Teacher Stephanie Kalinowski	Guidance Counselor Eva Braun
Teacher/Subject Area Theresa Pizzuto	Parent Diana Arango
Teacher/Subject Area Laurie Satcowitz	Parent Coordinator Fran Sternberg
Related Service Provider Debra Lau	Other Glenys Guzman
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	735	Total number of ELLs	63	ELLs as share of total student population (%)	8.57%
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Part II: 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 checked="" 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"/>
--	--

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	3	3	3	3	2								15
SELECT ONE														0
Total	1	3	3	3	3	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	51			10		6				61
Total	51	0	0	10	0	5	0	0	0	61

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	2	1	1	1								6
Chinese	2	1	1	1	1	1								7
Russian	2	8	8	5	5									28
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other	3	6	4	3	4									20
TOTAL	8	16	15	11	11	2	0	0	0	0	0	0	0	63

Part III: Assessment Analysis

Assessment Breakdown

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

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)	8	6	5	3	3									25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		6	2	3	3	2								16
Advanced (A)		4	9	5	4									22
Total	8	16	16	11	10	2	0	0	0	0	0	0	0	63

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	29	54	39	2	124
4	14	54	33	26	127
5	26	37	28	15	106
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	21		55		28		22		126
4	17		34		53	1	24		129
5	34		35		22		16		107
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		8		41	77			128
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In the past The Lynn Gross Discovery School has used the ECLAS-2 to assess early literacy skills. This data helped determine instructional goals for the ELL children. The classroom teacher would inform the ESL teacher of the results of the ECLAS-2 and as a team goals would be created. This year we have begun using the DRA and the MOSL baseline data, as well as data from I-Ready. Again the results are shared with the ESL teacher so that the classroom teacher and ESL teacher can create goals for individual ELL child. Data from these assessments reveals reading levels and strengths and weaknesses each child has. This drives instruction for the school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns that are revealed from the LAB-R and NYSESLAT testing is that as the children move up through the grades they tend to advance according to NYSESLAT proficiency levels. The data also reveals that children in grades one and two tend to move up a level and even gain proficient status on the NYSESLAT. This is a trend that appears especially if a child starts with ESL in Kindergarten.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across NYSESLAT modalities – reading/writing and listening/speaking affect Instruction decisions because depending on how the children score will determine what instructional needs they have and what kind of instruction they will receive. All children receive instruction in all four modality however, if some children show they scored low in one particular area they will receive more instruction to strengthen that weakness.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns that are seen through the grades is that if a child receives ESL instruction from the time he/she enters Kindergarten they advance through the levels on the NYSESLAT more quickly than a child who does not enter in Kindergarten. The rate of testing at a proficient level on the NYSESLAT is higher between first and second grade and second and third grade. Patterns also show if a child enters the ESL program in a grade higher than Kindergarten and has reading and writing proficiency in the native language they are more likely to test at a proficient level within 2 years of admittance.

When the ELLs take the NYS ELA exam they find the exam to be difficult especially if they are here only a short time. Children who are here less than one year from the date of the exam are exempt from the ELA, however they still must take the math exam.

School leadership and teachers use the results of the Periodic Assessment to help identify students strengths and weaknesses. The data from the Periodic Assessment is used in conjunction with I-Ready to form groups within the classroom as well as in the ESL classroom.

The school is learning trends from the data from the Periodic Assessment, such as ELL students need more support when reading and writing. The data from the NYSESLAT shows that most students do well on the speaking and listening components of language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

P.S. 175 uses data to guide instruction for ELLs within the Response to Intervention framework by targeting children who need extra support and really examining the child and determining what he/she needs. On our Response to Intervention team we have our Assistant Principal, ESL teacher, Speech teacher, Social Worker, Psychologist and a cluster teacher. We accept referrals of children from classroom teachers and we first give the teachers suggestions on what they can do to help the child, such as if it is a behavioral issue we help them implement a behavior plan. With the ELL children the ESL teacher will give support and suggestions such as a possible push in session to observe and make recommendations. The ESL teacher may suggest using picture support and more vocabulary instruction. We also make sure a student's cultural and linguistic background are not hindering progress. Our teachers use multiple entry points to deliver instruction which helps all children understand rigorous material. Our RTI team makes recommendations on a case by case basis and treats every child individually to insure that every student makes progress. The team works together to do this and meets on a regular basis to discuss students and progress. Our RTI team also meets with the teachers to discuss grade level

concerns and possible solutions to concerns.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ESL teacher always speaks to the parents of the ELL children and encourages them to continue to speak the Native Language at home. As a school we believe the Native Language is such an important piece in the development of the whole child. In school we encourage the children to speak more English, but we also allow for Native Language to be spoken amongst peers if something is unclear. We make sure of this by speaking to the parents to see how the child is doing in both languages. We also provide multilingual dictionaries and glossaries to support the Native Language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?We do not have a dual language program. We only have Freestanding ESL.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At P.S. 175 we evaluate the success of our ESL program by looking at and analyzing the New York State Test scores (ELA, Math and Science), as well as the results of the NYSESLAT and analyzing the modality scores. The ESL teacher speaks to classroom teachers on a weekly basis to check in on progress of the ELL students. If a child is not making adequate progress the ESL teacher offers support in a form of materials or a push in support. The ESL teacher shares data with the classroom teachers from the Periodic Assessment, the NYSESLAT, and I-Ready to insure adequate progress is being made. If progress is not being made we may look to additional ESL service and getting suggestions from the RTI team.

Part IV: ELL Identification

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At The Lynn Gross Discovery School our ELL identification process begins at registration. The parents fill out the Home Language Survey, which is given in their native language where available and a licensed pedagogue conducts an interview with the parent and the child in English. The person who conducts the interview is the ESL teacher, Stephanie Kalinowski or the Principal, Patricia Cooper. At P.S. 175 we are fortunate to have many teachers on staff who speak languages other than English. We have teachers that speak Russian, Spanish, Hungarian, Italian, and Chinese (Mandarin and Cantonese). If needed, the NYCDOE Office of Translation and Interpretation Unit is contacted. When the parent of the new student approaches the counter for registration, the Pupil Accounting Secretary gives the parent a packet to complete. The ESL teacher or Principal assists the parent in completing the Home Language Identification Survey. After the Home Language Identification Survey and interview are completed, the HLIS is reviewed and language codes are recorded in ATS, ELL status is then determined. LAB-R is administered by the ESL teacher within the first 10 days of admittance. The Spanish Lab-R is administered where appropriate by Milagros Dueno, Assistant Principal at P.S. 175. ELL status is determined by the score on the LAB-R. LAB-R is given in grade bands beginning with K-1, 2-3, 4-5. After a child is confirmed to be an ELL, parents are invited to a Parent Orientation where they explained the 3 choices they have for their child, Freestanding ESL, Dual Language, or Transitional Bilingual Program. If the parent can not make the initial Parent Orientation the ESL teacher arranges for another date until all parents are explained the 3 choices they have. The parent then makes a choice and the ESL teacher determines placement. Once a child is considered an ELL the child then must take the NYSESLAT exam every Spring until he/she tests at a proficient level.
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.
The ESL teacher conducts a parent orientation within the first 10 school days of admittance to explain the three program choices to

the parents of children determined to be ELLs. At the parent orientation the ESL teacher explains all three programs offered by the NYC Department of Education. At the orientation the parents watch the parent orientation video in whatever language they are most comfortable in. After the video, the parents are given time to fill out the Parent Choice Program Selection form. At the meeting there are a number of translators to help convey the information to the parents. The ESL teacher reviews all surveys and provides proper placement of the child. Placement letters are then given to the parents. If a parent cannot attend the orientation the ESL teacher reaches out and if the parents need someone to speak to them in their native language the ESL teacher uses either a teacher in the building or the NYC Office of Translation and Interpretation Unit is contacted. The parent orientation happens in September every year and as needed throughout the year with new admits.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Entitlement letters are distributed after ELL status is determined, the letter invites parents to come to the parent orientation. Parent Surveys and Program Selection forms are distributed during the parent orientation to ensure parents understand the three programs and their rights as parents with ELL children. All letters are photo copied, one copy is kept in the cumulative folder and the other in the ELL file cabinet in the ESL classroom. All letters are provided in the parents' native language where available. Parents are called if they do not make it to the orientation to make an appointment to meet with the ESL teacher. Translators are provided when needed. Continued Entitlement letters are copied off the Department of Education website and distributed to the parents during the first week of school. Entitlement letters are not only given to the parents but copies are kept in the cumulative folder for each ELL child and in the ESL classroom files.

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.

After review of the Parent Survey and Program Selection Form, students are placed appropriately. Programs not offered at P.S. 175 but chosen are submitted to the ELL Program Transfer Office and the parents are notified of programs available in the district. Parents are always contacted in their native language. Parents are explained what choices they have in their native language when needed. Parents are notified by letters and phone calls in their native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to insure proper administration of the NYSESLAT and all its parts a team is formed and organized by the ESL teacher. The number of team members is dependent upon how many children need to be tested. First the NYSESLAT eligibility report is printed and check lists are made to make sure all children are tested. When children are tested teacher team members must sign out the test and sign it back in when it is returned. Team members must also sign that the child was tested. The children are administered the NYSESLAT in all 4 modalities by the same proctor. The speaking portion of the test is administered first, after this is complete, the reading, writing and listening parts are administered over a 3 day period. Children are brought to the ESL classroom which they are familiar with and feel comfortable in. The speaking is administered individually. Listening, Reading and Writing is administered in a group to ELL children in the same grade.

6. 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.) 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.  The trend of the parent program choice has always been for Free Standing English as a Second Language. In 2011 there was one parent who wanted a dual language Russian program, in 2012 there was also one parent who asked for a dual language Hebrew program, and in 2013 there was one parent who request a Chinese dual language program. Therefore, the need for any other program besides ESL is almost non-existent. The parents are happy with the emergence of the children to learn English within an English classroom and are happy with the support that the ESL program provides. The ESL program has always been a success for children learning English.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

Instruction for ELL children is currently delivered in a pull out fashion. Students are pulled out of their classrooms for the appropriate amount of minutes according to NYS guidelines by the ESL teacher. The beginners and intermediate receive 360 minutes of ESL structure a week and the advanced children receive 180 minutes per week. The students are brought to the ESL classroom and are instructed in only English. The students are grouped together by level according to the Spring results of the NYSESLAT, English language proficiency, age, academic needs, common core curriculum and common core learning standards. Students are pulled out at different times each day to avoid missing the same thing every day. During this "Pull-Out" period (s) within the primary classroom new concepts and ideas are never taught without the entire class present. The ESL teacher uses picture support, glossaries and dictionaries, as well as Smart Board Interactive technology to deliver instruction. The ESL teacher differentiates instruction further within the ESL classroom by breaking the students into leveled groups to work on specific skills the children need to strengthen. The ESL teacher always confers with the classroom teachers to identify any skills the ELL children may need to develop. The ESL teacher also has begun working with the Ready Gen scope and sequence. In the coming years P.S. 175 will integrate some push in service for the ELL children. We will do this by grouping the ELL students in one or two classes per grade, the ESL teacher will plan with the classroom teacher to meet the needs of the ELL children. Presently the ESL program is all "pull-out" because of the dispersment of the ELL children into many different classes. Next year, we will focus on putting the ELL children in 1 to 2 classes to enable a program composed of "pushing in" and "pulling out". Students with IEP's are included in the "pull out" ESL program and receive the mandated number of minutes by a certified ESL teacher.

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)?

The ESL teacher is the sole ESL provider for the ELL children. The ESL teachers schedule is devoted to servicing the ELL children. The schedule allows for beginners and intermediate children to receive 360 minutes per week and the advanced children to receive 180 minutes per week. The Advanced level ELL's receive their mandated 180 minutes of ELA instruction in the ESL classroom in addition to the 90 minute per day ELA block within their primary classroom.

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 foster language development and meet the demands of the Common Core Learning Standards.

Instructional areas include: Balanced literacy approach to reading, 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), author 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 language books.

Mathematics- All seven standards of investigation are facilitated in cooperation with the primary classroom teacher and the ESL teacher. Go Math is the program currently being used.

Science- observation and investigation strategies are used to support the primary classroom teacher and the science cluster teacher.

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 the ESL teacher. Presently the Social Studies curriculum is based around trade books.

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.

Instructional Strategies include TPR- Total Physical Response and CALLA- Cognitive Academic Language Learning Approach.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
From the day of registration families are spoken to in their native language and given information in the language they are most comfortable. Also in Grades 3-8 when taking the NYS exam the children may be given the NYS exams in their native language if available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year to make sure the ELLs are appropriately evaluated in all four modalities the ESL teacher administers assessments in all four modalities in the beginning of the year and the middle of the year. We also use the periodic assessment to evaluate the ELL children. All children are assessed using the NYSESLAT (New York State English as a Second Language Achievement test). The ESL teacher incorporates the four modalities in all of the ESL lesson plans. The children work in small groups using the modalities to practice and achieve proficiency.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 instruction, additional take home materials (picture dictionary, games, photographs), and community outreach programs for the parent/legal guardian.

b. Newcomers

These new beginners/intermediate ELL students receive a minimum of 360 minutes per week of instruction. All advanced students receive a minimum of 180 minutes per week of instruction. In the primary classroom small group instruction with language support is provided. Grade K, 1, and 2 do not participate in New York State examinations. After reviewing the New York State 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 member who can communicate in their first language. The parent coordinator in cooperation with the classroom teacher and ESL teachers makes sure that all school correspondences are written in the first language.

NCLB requires after a full year of formal English language instruction that all Grade 3-8 ELL students take New York State English Language Arts exam with appropriate testing accommodations: extended time, separate location and the listening section 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 accommodation as described.

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

c. ELL’s 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 with the writing cluster teacher. Students may be assigned to a technology program...Achieve 3000, Cambridge Fluency Reading Program, Startronic. 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.

Technology is a powerful learning tool for ELLs. These students are motivated, and are in “control” and are able to direct their learning, select a topic, monitor time on task, receive 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.

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

d. Long Term ELLs (completed 6 year)

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 the student demonstrates a delay in English Language acquisition.

e. Former ELLs

Former ELLs are students identified as testing at a proficient level on the NYSESLAT. Former ELLs are still given support within the primary classroom possibly from the ESL teacher when needed. Former ELLs are also given testing accommodations on the NYS ELA, Math and Grade 4 Science test which include extended time and a separate location.

7. 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?

Self-contained special education and SETTS students remain in monolingual classrooms depending on parental ELL 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. 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.

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

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 students sample work. Inter class/ inter grade teacher visitations, and sharing of “SmartBoard Lessons”. Students participate in “Flexible Programming”. 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	45 minutes per day	45 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

9. 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.
- English Programs Include:
At Risk Reading- IEP Teacher, SETTS Teacher, TAG Teacher
Early Morning Extended Day
Saturday ESL Program
District Summer ESL Program
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current Freestanding ESL program is highly effective and is taught by a certified ESL teacher. The program is a pull-out program where children are grouped by NYSESLAT proficiency level. The results of the NYSESLAT are analyzed to develop groups for the pull out program. Children are pulled out for the mandated 360 minutes for beginners and intermediate for 180 minutes for advanced. When the children come to the ESL classroom that are taught using small group instruction with visual aids and picture support, TPR (Total Physical Response), and they work on the language skills that need strengthening. We know this program is effective because we continuously see growth on the NYSESLAT exam and the NYS ELA and Mathematics exams. We also see growth with each individual student through teacher observations and classroom assessments.
11. 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.
- 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 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.
- We will also be considering adding some push in ESL service. We can do this by placing the ESL students in one to two classes on each grade. This will allow for easy access to the children for push in purposes.
12. What programs/services for ELLs will be discontinued and why?
- Testing accommodations for ELLs are discontinued 2 years after a child tests at a proficient level on the NYSESLAT exam in accordance with the New York State Memo and the New York State Administrator's Manual and Guideline.
13. 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. The program is funded by the parents.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Textbooks include: Ready Gen, Go Math, Scott Foresman Science
Student Resource Books include: Picture Dictionaries, Glossaries, Foreign Language Dictionaries, Thesaurus, Atlas, and Fiction/Nonfiction Leveled Libraries.
Technology: Instructional Websites, Interactive SmartBoard notebook, software
Field Trips: Zoos, Landmarks, Hall of Science, Botanical Gardens, Theatre Residence Programs Art 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)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.

16. Explain how the 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."

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We hold 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 our school. Most families meet the ESL teacher during the Home Language Survey interview, at this point the ESL teacher besides conducting the interview will answer any questions the parents may have.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher attends various workshops offered through CFN #207 including Academic Language and Vocabulary, Maryann Cucchiara Mini Institutes, NYSESLAT training given with Giuvela Leisengang.

Our general education teachers attend a CFN #207 Mini Institutes as well.

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.

All teachers on the same grade level have the same preparation periods allowing for planning lessons to meet the needs of the ELL children.

The 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 principal to share current research, books and best practices of instruction for ELLs.

2. Professional Development offered to teachers of ELL's to meet the Common Core State Standards include Mini Institutes offered through CFN #207, Ready Gen and GoMath professional development.

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

4. 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 2013 to June 2014. 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 2013– June 2014. Each teacher receives a letter in their file to show attendance for conferences and workshops.

November 5, 2013 Professional Development Day (non attendance for students) -

Close Reading

Differentiated Instruction and the ELL Student

March 4, 2011 Staff Conference - Helping the ELL child within the primary classroom

May 5, 2012 Staff Conference - Vertical Planning for 2014-2015

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 - t 1. 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.
Parent Association Meetings- Parents Association of PS 175 Queens schedules general membership meetings once a month. Parents receive a school wide flyer inviting all parents to attend.
PS 175 “Meet and Greet”- is held in September as a way for parents to meet with their child’s teacher and learn about the school culture and classroom environment.
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. Parents are able to ask questions about our school and learn about our school culture.
NYSESLAT information sessions are held in the Spring before the NYSESLAT administration to make ELL parents aware of the exam and give them ideas on how to help their child do well.
Parent Teacher Conferences- are scheduled in November and March. Parents are welcomed and encouraged to make additional appointments with teachers and or administrators as needed. 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.
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 the NYS Exams.
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.
Kindergarten Open House – welcomes incoming Kindergarten students and their family members.
Special Assembly Programs- 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. The Queens 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 first language and borrow the “just right level book” in English. The local librarians are very helpful and knowledgeable. The local library, Jamaica Branch and Flushing Branch present workshops for “Newcomers and free instructional classes in English as a Second Language and other multi lingual services.
The 108th Street Y partners with our school with the Parents Association After School Program. Families may enroll their children in the paid program that meets daily from 2:20 PM to 6:00 PM on Fridays and 3:00 PM to 6:00 PM Monday through Thursday.
Forest Hills Community House partners with our school. Families may enroll their children in the paid after school program.
 3. 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 security agent to the principal. Patterns have shown that the principal, assistant principal, parent coordinator, social worker and ESL teacher have been key contacts.
The Parent Coordinator, social worker, and ESL teacher organize and conduct in school workshops, locate and distribute NYC and Community Based Organization brochures, distribute flyers, distribute announcements of District 28 or CFN #207- district wide/city wide parent workshops like “Middle School Choice”.
 4. 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 website and translated services.

E. 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.

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 each student. We build an environment where learning, creativity and participation takes place, where all children feel safe and comfortable. 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 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 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 VI: LAD Assurances

School Name: <u>Lynn Gross Discovery School</u>		School DBN: <u>28Q175</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Cooper	Principal		11/14/13
Milagros Dueno	Assistant Principal		11/14/13
Fran Sternberg	Parent Coordinator		11/14/13
Stephanie Kalinowski	ESL Teacher		11/14/13
Diana Arango	Parent		11/14/13
Laurie Satcowitz	Teacher/Subject Area		11/14/13
Theresa Pizzuto	Teacher/Subject Area		11/14/13
	Coach		11/14/13
	Coach		11/14/13
Eva Braun	Guidance Counselor		11/14/13
	Network Leader		11/14/13
Debra Lau	Other <u>Speech Teacher</u>		11/14/13
Glenys Guzman	Other <u>Social Worker</u>		11/14/13
Dr. Greg Gershman	Other <u>Pschyologist</u>		11/14/13
	Other		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

When parents come to register their children at PS 175 they are greeted at the counter and asked to fill in some papers including a Home Language Identification Survey, which is provided in their native language where available. The parents are asked what language they prefer to be contacted in and when available, information is sent in the first language. According to the ATS Report, UPPG, most parents prefer to be notified in English, however, we do have notices available in Russian which is the language predominately spoken in the school community. If a parent has difficulty communicating in English, at PS 175 we are fortunate enough to have different staff members who speak different languages, including Russian, Hebrew, Chinese (Mandarin and Cantonese), Italian, Spanish and Arabic. If a parent indicates they want to be notified from the school in a different language, throughout the year we send home notifications in the preferred language and the parent is contacted by phone in the preferred language. When necessary the parent attends meetings with a team which includes a staff member or someone from the Department of Educations Translation Unit who speaks the preferred language. If there is a language that we do not have a person who speaks, then we contact the Department of Educations Translation and Interpretation Unit for assistance. All ELL parent notification are also sent in the home language, and at the parent orientation for ELLs there are many people to translate the information into the different first languages.

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.

Our school needs little translation and oral interpretation needs because most of the parents speak English fluently. With the ELL parents we use translation and oral interpretation on an as needed basis. We have the resources and we use them when appropriate. The findings are reported to the community through Parent Association Meetings, and after school programs that are community based. People in the community know we have staff members who speak other languages seem to feel very comfortable coming to PS 175.

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.

The written translation services come from the Department of Education website and staff members who are fluent in other languages. The ESL teacher ensures that all parents are contacted in their native language when appropriate. Parents are asked what language they prefer to be contacted in and we honor their choice whenever possible. Families are contacted via phone by a staff member who speaks their first language when needed. Parents who are fluent in English and their first language are used to help us when we have non-English speaking parents. We always contact parents in a timely fashion, the ELL parents are notified with ELL information within the first 10 days of admittance into PS 175.

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.

We always provide oral interpretation when necessary by a staff member when available. If a staff member is not available we contact the Department of Educations Translation and Interpretation Unit for assistance. Parents are contacted in their native language via phone or written letter to notify them of community events, events in the school building and ELL status. Parents receive the Parents Bill of Rights upon admittance into PS 175. In the main lobby at PS 175 there is a poster to indicate Translation Services are provided when needed.

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>.

When parents come to our school we always make them feel comfortable by having a staff member or someone from the Translation and Interpretation Unit speak to them in their native language if appropriate. Our parent coordinator goes to periodic workshops to keep up to date new information on translation and interpretation services. We use the Department of Educations website to attain letters, specifically for ELL children,for the parents in their native language.

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	