

2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):	28Q175
School Name:	LYNN GROSS DISCOVERY
Principal:	PATRICIA COOPER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 28Q175
School Type: Public Grades Served: Pre-K – 5th Grade
School Address: 64-35 102nd Street Rego Park, NY 11374
Phone Number: 718-897-8600 Fax: 718-997-8644
School Contact Person: Patricia Cooper Email Address: Pcooper3@schools.nyc.gov
Principal: Patricia Cooper
UFT Chapter Leader: Haren Zwiebel
Parents' Association President: Elena Aminova and Nancy Baxter
SLT Chairperson: Patricia Cooper
Student Representative(s): _____

District Information

District: 28 Superintendent: Ms. Mabel Muniz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Boulevard Jamaica, NY
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718 557 2618 Fax: 718 557 2623

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: CFN 207 Network Leader: Mr. Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Cooper	*Principal or Designee	
Haren Zwiebel	*UFT Chapter Leader or Designee	
Elena Aminova Parent	*PA/PTA President or Designated Co-President	
Naina Hathiramani/ Parent	DC 37 Representative, if applicable	
Darryl Chu/ Parent	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Donna Forte	Teacher	
Christine Cheffo	Teacher	
Maureen Comiskey	Teacher	
Joanne Lyons	Teacher	
Michele Pongratz	Teacher	
Rachel Hildebrand	Teacher	
Nancy Baxter	PA/PTA President or Designated Co-President	
Svetlana Lipyanskaya	Parent	
Madhumita Sen	Parent	
Ricky Cheng	Parent	
Hillary Kahn	Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- 1) Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- 2) School strengths, accomplishments, and challenges.
- 3) The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

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

P. S. 175Q, 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 the natural and social sciences. Our children are provided with opportunities to identify their interests and develop their multiple intelligences in a child centered, risk free atmosphere, which encourages cooperation, teamwork and respect for the individual. Independence, self-reliance, confidence and the ability to identify and solve problems are anticipated outcomes for all of our students. We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Parents are equal partners with the school in making all of our children life-long learners.

P. S. 175 is located in a densely populated section of Rego Park, Queens and serves 758 children in Pre-K to Grade 5. Large apartment buildings and a number of attached and semi-attached houses surround the school. The community is multiethnic in character with a predominantly large Russian/White population 67 %, Hispanic 13%, Black 1%, Asian 18% and other 1%.

The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 43 teachers. P. S. 175 is an approximately 63-year old brick building with 4 floors including the basement where the auditorium and cafeteria are located.

Student Achievement of the 2013 14 School Quality Guide, 42.0% of students in grades 3, 4, 5 were proficient (scored between a 3.0 and 4.5). It is 2.2% higher than last year's score. It is 14.0% higher than the city average of 28%. The school's Average Proficiency rating in ELA was 2.76. Last year the Average Proficiency rating was 2.80. There was a slight decline of 0.04 from the previous year. In Mathematics, your school has an overall proficiency percentage of 58.0% for students in grades 3, 4, 5. It is 12.6% higher than last year's score. It is 23.0% higher than the city average of 35%. The school's Average Proficiency rating in Math was 3.10. Last year the Average Proficiency rating was 2.91. Our school had a significant increase of 0.19 from the previous year.

Early Grade Progress (Grade 3 Only), our school had an increase in ELA from 1.58 to 1.73. An increase of 0.15. In Mathematics, the Early Grade Progress score also went up from last year. In 2012 13 our school scored 1.85 and this year we received a score of 1.99. An increase of 0.14.

Examining Student Achievement of the 2013 14 School Quality Guide, 42.0% of our students in grades 3, 4, 5 were proficient (scored between a 3.0 and 4.5). It is 2.2% higher than last year's score. It is 14.0%

higher than the city average of 28%. Our school's Average Proficiency rating in ELA was 2.76. Last year the Average Proficiency rating was 2.80. We had a slight decline of 0.04 from the previous year. In Mathematics, our school has an overall proficiency percentage of 58.0% for students in grades 3-5. It is 12.6% higher than last year's score. It is 23.0% higher than the city average of 35%. Our school's Average Proficiency rating in Math was 3.10. Last year the Average Proficiency rating was 2.91. We had a significant increase of 0.19 from the previous year.

Looking at the School Environment of the 2013 14 School Quality Guide, the only thing that we can compare to the previous year is your overall attendance. Our attendance % for the 2013 14 school year was 94.3%. Our overall attendance for 2012 13 school year was also 94.2%. Our attendance rate slightly increased by 0.1% from the previous year. In addition 92% of parents were satisfied with the education that their child has received, 87% of parents felt that the school offers a wide enough variety of courses, extra-curricular activities, and services. Also 85% of teachers felt that order and discipline are maintained at this school. It was reported that 94% of teachers agree that leaders of this school placed a high priority on the quality of teaching in this school and 89% of teachers would recommend this school to parents.

On the past Performance Review, there were 4 different areas that the School Environment looked at and provided a score on: Academic Expectations, Communication, Engagement and Safety & Respect. The new School Environment used for the 2013 14 School Quality Guide only looks at 3 different areas: Instructional Core, School Culture and Structures for Improvement. Keep in mind that only parents and teachers take the survey for our school.

Looking at the Closing the Achievement Gap of the 2013 14 School Quality Guide, in ELA, 7.7% of Self Contained, 0.6% of ICT and 4.4% of SETSS students were able to achieve, at the minimum, a level 3 or higher on the ELA exam. In the previous year, 3.3% of Self-Contained and 11.1% of SETSS students were able to earn a score of 3 or higher on the ELA exam. Our school did not qualify for any extra credit for ICT students in 2012 13 since we had less than (2 students) the minimum number required (5 is the minimum number of students).

In Math, 7.1% of Self Contained, 0.6% of ICT and 4.4% of SETSS students were able to achieve, at the minimum, a level 3 or higher on the Math exam. In the previous year, 0.0% of Self-Contained and 7.4% SETSS students were able to achieve a level 3 or higher on the Math exam. Our school did not qualify for any extra credit for ICT students in 2012 13 since you had less than (2 students) the minimum number required (5 is the minimum number of students).

Our school moved 0.54 of your SWDs to a Less Restrictive Environment. The year prior we moved 0.38 of your SWDs to a Less Restrictive Environment. This resulted in a significant increase of 0.16 from the previous year.

Our school saw a decrease in the percentage of ELLs Progress from 74.2% (2012 13) to 57.4% (2013 14). This resulted in a decrease of 16.8% from the previous year.

Some of our partnerships include:

Cook Shop for grades K, 1 2; sponsored by the NYC Food Bank; students are instructed about healthy foods; parents volunteer to assist

Cool Culture program is dedicated to pre K and kindergarten families to expose them to the many cultural institutions in NYC; parents receive a family pass that entitles them to free admission to 90

different locations

CASA is a Drama Club; two teachers are running the program in cooperation with Queens College; children are writing an original musical theatre script that will be performed at Queens College; students also create the scenery and costumes

No Place for Hate associated with the Anti-Defamation League; committee of students will be performing a skit for the school community

Art to Remember coordinated by our certified art teacher works with every student in the building to create a piece of art that is memorialized as a mug, apron, mouse pad, etc.

Ballet Tech is a great opportunity and NYC sponsored initiative; auditions were given to all students in grade 3; chosen students attend once per week; last year we had one student selected to attend full-time

Basketball Team is coached by our certified physical education teacher

Prep for Prep is a great opportunity for minority students to be interviewed and screened for admission to private schools beginning in grade 6 and ending 12; this year we hope to have several students.

Dancing Classrooms is a program that promotes and teaches Ballroom Dancing; this has been a tradition here for many years

Mighty Milers in cooperation with NYC Road Runners; led by our physical education teacher

New York Historical Society is social studies based program for grade 4 aligned to the curriculum; facilitators come once per month to expose the students to applicable artifacts

Manhattan Town Hall is a literacy based program for grade 3; visiting artists performed a skit and shared folktales

Education through Music is non-profit organization which provides a full time certified music teacher who facilitates learning for all students aligned with the NYS Common Core Standards

Constitution Works is Social Studies based competition where students practice research skills, debating skills and visit and present in court.

RESO A is sponsored by the NYC District Council Member to improve schools. We will receive an upgrade of the Student Library

Rego Park Green Alliance is a non profit organization who supports community beautification projects. Our school received a grant for a beautiful Community Garden and mural.

3D Printing Challenge is a student based teacher facilitated Creative Competition for 3 D Printing

Robotics design and programming satisfies the need to enhance STEM experiences in the elementary schools. This initiative speaks to college and career readiness.

Inside Broadway is a Social Studies based Musical Theatre Residency Program

Central Queens Y After School Program is an example of a community based partnership.

Marquis Studios is a non profit organization that will support the development of English, build team skills for our Title III English Language Learners during an After School Program

Various challenges are present in our school. Currently our school is faced with a fiscal challenge. Our school is a non Title I school. Family incomes have increased which indicates caregivers working long hours. Children spend extensive time with grandparents and participate in late hour after school programs.

Our school classrooms are filled to capacity. Many of the children enter school with little or no previous school experience. Our three full-time Pre-K classes provide essential early childhood education for our students.

Even with all of the challenges described above with limited resources, space and teachers. All of our students require a strong literacy program with a comprehensive language program directly related to the curriculum. In order to meet this need, our focus is to develop the entire spectrum of communication skills in the classroom. Thus, our teachers use English as Second Language teaching strategies within all content areas. All classroom libraries contain books at varying levels of difficulty in both fiction and non-fiction so that our English Language Learners will not fall behind in content appropriate areas.

All of the grades follow the GO Math Program of balanced numeracy. The GO Math Program, a hands-on manipulative approach. The GO Math Program is closely aligned to New York State Common Core and to the NCTM Math Standards.

All of the grades follow the Ready Gen Program. The Ready Gen Program, a balanced literacy approach. The Ready Gen Program is closely aligned to New York State Common Core.

One full time ESL teacher provides additional support for our English Language Learners in a separate setting in order to increase the student's English language acquisition through listening, speaking, reading and writing activities.

One SETSS teacher provides support services for children with special educational needs. When this teacher indicated provides consultant teacher services for targeted students in the classroom. Other service providers in the school are speech (monolingual and bilingual), occupational and physical therapists.

Our primary goal is to improve achievement for all students.

A strong Parents Association helps provide support through their fund raising activities. Funds raised support the school through the purchase of materials that enrich the curriculum. The Parents' sponsors a paid After School Program. This program offers many of our working parents a wonderful alternative to child-care. We will continue to offer various workshops during the P. A. evening meetings in order to increase participation. This approach was very successful. The Parents Association also produces a quarterly newsletter, "Pen & Ink" which highlights on-going programs and activities, as well as keeping the parents informed of any new initiatives in the school.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Each teacher has a Mentoring Minds Common core Standards and Strategies Flip chart and The Complete Common Core State Standards Kit.

Each classroom is equipped with an interactive whiteboard, laptops, computer desktops, upper grade computer laptops with carts, an extensive classroom library containing both fiction and non fiction books, and math manipulatives.

Lead teachers in both English Language Arts and Mathematics attend CFN 207 professional learning sessions, NYCDOE and City College (Office of English Language Learner, Hunter College Exemplars) professional learning sessions, and various teachers attend extended conferences.

Our school aligned Common Core literacy program is Ready Gen. Teachers use this program as an instructional tool to facilitate learning of all students beginning in grade kindergarten and ending in grade five. This is the second year our school is using the Ready Gen Program. The Ready Gen Phonics Program and Writing Program are enhanced and supplemented. Our highly qualified teachers use research based materials and strategies from Open Court, Curriculum Associates, Sadlier, and Teacher's college Writing Process. The comprehension and vocabulary components of Ready Gen are most rigorous. Teachers facilitate learning for all students as they provide multiple entry points of learning. Teachers use the shades of meaning vocabulary strategy. Teachers facilitate learning with guided reading. Teachers facilitate student to student discussions, pattern questions after the Depth of Knowledge Level One Recall, Level Two Skill and Concept, Level Three Strategic Thinking and Level Four Extended Thinking, use technology to support student learning, provide charts in all subjects and content areas, create with their students rubrics that guide students, teachers provide feedback, student conduct self reflection and students participate in peer reflection all of this helps student to improve and reach individual goals. Each student completes research based differentiated I Ready diagnostic and instructional programs. Teachers and parents receive the I Ready reports.

Eight Thinking Maps are introduced and mastered by our students. The Thinking Maps support students as they organize ideas and concepts to produce high quality pieces of writing. The Thinking Maps are as follows: Circle Map Defines Context, Bubble Map Describes Qualities, Double Bubble Map Compares and Contrasts, Tree Map Classifies, Brace Map shows the relationship between Part and Whole, Flow Map models Sequence, Multi Flow Map models Cause and Effect and last the Bridge Map models Analogies.

Our school aligned Common Core mathematics program is GO MATH. Teachers use this program as an instructional tool to facilitate learning of all students beginning in grade kindergarten and ending in grade five. This is the second year our school is using the GO MATH Program. Teachers facilitate learning for all students as they provide multiple entry points of learning. All students have access to manipulative math materials and to the online GO MATH Program. Parents have access to the

computer based materials. As stated earlier our school improved in mathematics by twelve percentage points. The GO MATH program affords the teacher suggestions on facilitating learning for all student groups: average, above average, struggling and English Language Learners. The interactive whiteboard math tools support the students understanding of math concepts and ideas from the concrete to the representational and finally to the abstract realm of understanding. Daily students practice the HOT problems. HOT stands for Higher Order Thinking.

Our school aligned Next Generation Science Standards follows the NYC Foss Science Program. The science classroom or lab is equipped with the Weather Bug System, live animals, live plants, leveled non fiction books, and science manipulatives.

Our school technology program follows the NYCDOE Technology standards. Students learn the keyboard, practice safe internet protocols, conduct research, create power point exit projects and experience based projects.

Our school writing program follows the rigorous and demanding Teachers College Units of Study. Each month teachers facilitate student writing development in all areas: Narrative, Informative, Explanatory, and Opinion.

School Strengths

School is a safe place where students are engaged in learning and appreciate the support they receive for their personal and academic development.

Students benefit from the standards based curriculum with resources that support student learning. The school principal is proactive in identifying additional grants and funding resources which results in effective decision making and programming around teaching and learning.

Students and Teachers have access to I-Ready, Think Central, Starmattica, Myon Reader, Dream Box, NYC Public Library Program called MyLibraryNYC.

Collaborative teams and programs include: PBIS, RTI, PPT, SLT, SIT, Mentorships, Partnerships with Universities and Colleges.

PS 175 Queens classroom teachers strive to create, maintain and facilitate rigorous instruction to support our Goal #1.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #1:

By June 2015, 80% of students in grades 3-5 will maintain proficiency or show at least one level of progress on I Ready Benchmarks for Progress on Reading Levels.

Students in Grades 3-5 will maintain proficiency or show improvement of at least one level on a written response opinion to grade appropriate informational/ explanatory texts as measured by the READY GEN and Common Core Learning Standards aligned rubrics developed by teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Students will participate in the I Ready benchmark assessment process three times per year. First screening in September and October. Second screening in December and January and the third screening in April and May.</p>	<p>All students in grades K, 1, 2, 3, 4, and 5</p>	<p>September 2014 to May 2015</p>	<p>Classroom teachers, Student, Parents and Family Members, Technology Data Teacher</p>
<p>Students participate in I Ready online computer differentiated assignments in reading both in school and at home.</p>	<p>All students in grades K, 1, 2, 3, 4, and 5</p>	<p>September 2014 to May 2015</p>	<p>Classroom teachers, Student, Parents and Family Members, Technology Data Teacher</p>
<p>Students participate in I Ready online computer differentiated assignments in mathematics both in school and at home.</p>	<p>All students in grades K, 1, 2, 3, 4, and 5</p>	<p>September 2014 to May 2015</p>	<p>Classroom teachers, Student, Parents and Family Members, Technology Data Teacher</p>
<p>I Ready reports are generated for teachers and reports are generated for parents. Teachers meet with parents on Tuesday afternoons to discuss student progress.</p>	<p>All students in grades K, 1, 2, 3, 4, and 5</p>	<p>September 2014 to May 2015</p>	<p>Classroom teachers, Student, Parents and Family Members, Technology Data Teacher</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Each class is scheduled for one period during the school week to visit the computer lab to use I Ready online. Students in classrooms equipped with desktops, laptops and carts complete a minimum of twenty minutes per day on I Ready . Students complete independent I Ready online hours at home. Each week in school there is an announcement of the classes in grades K, 1, 2, and in grades 3, ,4 and 5 who ranked first , second and third place in the number of hours recorded doing I Ready.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

I Ready Diagnostic and Instruction helps students make gains in reading and mathematics. I Ready is a valid and reliable tool for our grades K, 1, 2, 3, 4, and 5 indicating growth measures and personalized instruction. The I Ready reports for both teachers and parents produce data that drives the differentiated instruction. The expectation is increased levels of student achievement and positive student outcomes.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Classrooms at PS 175 Q are filled to capacity. Teachers and students work together to create and maintain a safe, risk free and accessible learning community built on mutual respect. The classes are formed heterogeneously. The teacher facilitates learning by supporting student unique styles of learning and levels of performance. Data collected by the teacher from various assessment tools (I Ready Diagnostic, DRA 2, MOSL, Ready Gen and Go Math) support the formation of flexible student instructional groups. Teachers practice the workshop model of instruction in all content areas with strong emphasis on investigation and exploration. Students are eager to learn and to demonstrate what they know. Classroom systems allow for smooth transitions. The school wide PBIS Star Expectations, Respect For All and No Place for Hate Programs promote and support the social and emotional well being of all students.

The supportive learning environment created and maintained at PS 175 Queens is the foundation for our Goal #2.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #2

By June 2015, 80% of students in K-5 will move up at least one level, in their ability to construct grade appropriate viable arguments in mathematics in the area of Operations and Algebraic Thinking or Numbers according to Common Core Learning Standards, and GO MATH aligned rubrics developed by the teacher

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Classroom instruction will be facilitated by the classroom teacher during ninety minute blocks. Teachers will use the	All students	September 2014 to	Classroom Teachers,

workshop model of math investigations and provide small group guided work.	in grades K, 1, 2, 3, 4, and 5	June 2015	SETSS Teacher
Students will use concrete materials, interactive whiteboards and solve real life experience word problems.	All students in grades K, 1, 2, 3, 4, and 5	September 2014 to June 2015	Classroom Teachers, SETSS Teacher
Students will participate in early morning and after school Math Test Sophistication Sessions	All students in grades K, 1, 2, 3, 4, and 5	September 2014 to June 2015	Classroom Teachers, SETSS Teacher
School trips and family trips to the Math Museum will be planned.	All students in grades K, 1, 2, 3, 4, and 5	September 2014 to June 2015	Classroom Teachers, SETSS Teacher, Parents and family Members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

NYS Common Core aligned GO Math student and teacher books, online access to GO MATH, and math manipulatives.

Each classroom has an interactive white board and Smart Board Math Tools. Supplementary workbooks “Strategies to Achieve Math Success.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

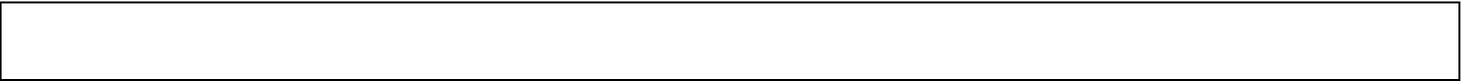
Specify a timeframe for mid-point progress monitoring activities.

Teachers will use formative and summative GO MATH assessments. The initial assessments are given at the beginning of a unit of study. The mid assessments are given mid point in the unit and the final assessment is given at the end of the unit. However teachers modify the unit assessments and unit content in accordance with “checking for understanding” observations, data and conferring notes. The midpoint benchmark expectation is that students will demonstrate understanding with a minimum accuracy level of 85%.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 175 Queens teachers are leaders. We have several certified teachers ESL, Visual Arts, and Physical Education. PS 175 Queens has four certified Thinking Maps Teachers, several Wilson certified teachers, 3 D Printer Teachers, and multi lingual teachers.

Recently two teachers one in grade four and the other in grade two traveled to Washington D. C. to attend an English Language Arts Conference. These teachers returned to PS 175 Queens to present their findings at a Monday Professional Learning Afternoon.

Vertical Teacher Team Members attend CFN 207 instructional lead meetings devoted to English Language Arts and to Mathematics. The assistant principal also attends the lead meetings, special education meetings and ESL meetings.

PS 175 Queens Teacher Teams conduct with the assistant principal visits to other elementary schools.

During the weekends and scheduled vacations PS 175 Queens teachers attend professional development sessions (Exemplar Mathematics, School Technology Summit, Ready Gen Training, Go Math Training, Pre Kindergarten Training, etc.

A strong collaboration exists between PS 175 Queens certified ESL teacher and classroom teachers. This collaboration supports our Goal # 3.

In 2013-2014, 17.5% of students achieved English language proficiency on the NYSESLAT. The other students received the following percentages: 14% Beginners, 22.8% Intermediate and 38.5% Advanced.

The area of speaking is not a challenge for our students. However our students need support in the areas of Reading, Writing and Listening. Students found the Listening section difficult because picture clues were not included in the assessment.

Our school met and exceeded the Yearly AMAO Targets of 14.3%.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #3

By June 2015, at least 50% of all ELL students taking the NYSESLAT will advance from one level to the next level with the ultimate goal of achieving a rating of proficient. Students will demonstrate a gain of at least 30 points in a scale score. The NYSESLAT categories are Speaking and Listening, Reading and Writing. Students taking the NYSESLAT for the first time should achieve a level of intermediate and not a level of beginner.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Students are taken from their classroom to a separate classroom. The certified ESL teacher facilitates small group instruction for identified ESL students. Student groups are organized based on formative and summative assessments: NYSESLAT, I Ready Assessments, MOSL, and DRA-2. Lessons are designed and created to have multiple entry points highlighting the strategy of differentiated instruction.</p> <p>The ESL teacher received training in WILSON, Foundations and strategies of Mary Ann Cucchiara. The ESL teacher uses: texts that support Close Reading, technology that supports visual and auditory access to learning. Our ESL teacher is dually certified in both ESL and Special Education. This supports all ESL students: general education and IEP students. Daily lessons include phonemic awareness, phonics, vocabulary with ongoing review and practice, reading fluency, comprehension, formal and informal conversations, use of question prompts, use of sentence starters and sentence frames, use of Read Works Leveled Passages, use of non fiction and fiction trade books, picture dictionary, dictionary and glossary</p>	<p>Children who qualify to take the NYSESLAT</p>	<p>School began September 4, 2014 and will end June 26, 2015. School begins at 8:00 am and ends at 2:20 pm</p>	<p>Certified ESL teacher, and classroom teachers</p>
<p>ESL Afterschool Academics and Arts Program This program is designed to create an after school environment that promotes academic study, conversation and visual arts.</p> <p>Children write original scripts and perform the short plays. Children create puppets and art projects too. The ESL teacher and Teaching Artist work together.</p>	<p>Children in grades 3, 4 and 5</p>	<p>Mid January 2015 to Mid May 2015</p>	<p>Certified ESL teacher Marquis Studios Teaching Artist</p>
<p>Parents are encouraged to take an active part in their ESL child’s education. The Parent Coordinator, ESL Teacher, Assistant Principal, and teachers whose first language is not English participate in Parent Workshops. Topics include: How to Help Your Child with Homework, NYS Examinations, How to understand Common Core, Going on a Class Trip, Visiting the Public Library, etc.</p>	<p>Parents of ESL children</p>	<p>September 2014 to June 2015</p>	<p>ESL Teacher Classroom Teachers Parent Coordinator School Administrators</p>
<p>Parents are invited to all field trips, school wide events and school assembly programs</p>	<p>All parents</p>	<p>September 2014 to</p>	<p>Classroom Teachers and</p>

		June 2015	Cluster Teachers Music and Art Teaching Artists
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The pull out program is conducted on a daily schedule. The ESL teacher instructs student for six periods per day. The ESL teacher and teaching artist will facilitate the afterschool program on Wednesdays from 2:20 pm to 4:20 pm. The assembly programs, class field trips and special events will be scheduled.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

ESL Teacher will have several tools to use in monitoring and assessing the ESL students: I Ready, MOSL, DRA-2, NYSESLAT, Ready Gen and GO MATH. ESL students who are eligible to take the NYSESLAT are expected to move a minimum of one level. The range begins with the category of Beginner to Intermediate to Advance to Proficient. Students are expected to show benchmark improvement in the areas of speaking and listening, reading and writing. ESL students who use the I-Ready program are expected to advance a minimum of 65 growth points in the areas of literacy and mathematics.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The principal of PS 175 Queens promotes a supportive, nurturing and transparent school environment. This principal believes that all children can learn and that teachers are a key element to each student’s success. The school’s instructional focus is Multiple Entry Points. The school’s slogan is We’re All Stars at PS 175 Q.

When NYCDOE offered new programs of instruction, this principal selected the new programs Ready Gen and Go Math to establish a single balanced literacy and a single balanced numeracy program.

This principal supports student leadership as evidenced by: Student Council, No Place for Hate, Respect for All, Basketball Team, Might Milers, Student Safety Squads, Green Team and Student School Service Members.

This principal supports teacher and school administrator personal growth. This principal provides substitute teachers when the regular classroom teacher attends professional learning sessions.

The assistant principal attends Executive Leadership Series I Seminars and CFN 207 learning sessions.

This principal values shared decision making teams: SBST, SLT, PPT, SIT, RTI, AIS, PD, and MOSL.

Our Goal # 4 is supported by the SLT.

During the May 2014 School Leadership Team Meeting parents expressed the concern that upper grade classes were the recipients of Special Programs where as grades kindergarten, first and second participated only a few special programs. Student special programs: Grade 5 participates in Dancing classrooms and attends a Broadway Performance. Grade 4 participates in New York Historical Society Program. Grade 2 and grade 3 participates in Town Hall Manhattan. Grade 1 and Kindergarten does not have any special programs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal # 4

By June 2015, 100% of students in grades Pre K, K, 1, 2, 3, 4, and 5 will participate in a variety of Art and Music school based residency programs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust			
All students in grades K, 1, 2, 3, 4, and 5 participate in Education through Music Grade 5 Dancing Classrooms Grade 5 Morgan Library Book Project Grade 4 New York Historical Society Grade 4 Robotics Grade 3 Town Hall Manhattan Grade 2 Inside Broadway Grade 1 Studio in A School Grade K Studio in A School Grade Pre K Studio in A School	All students in grades Pre K, K 1, 2, 3, 4, and 5	September 2014 to June 2015	Music Teacher Teaching Artists in Dance, Theatre Vocal Visual Arts Performing Arts
Field Trips Grade 5 Broadway Performance Grade 4 Museums Grade 3 Museums Grade 2 Museums Grade 1 Museums Grade K LaGuardia College, Big Apple Circus, Central Park Marionette Theatre Grade Pre K Museums, Zoo, Farm,	All students in grades Pre K, K 1, 2, 3, 4, and 5	September 2014 to June 2015	Classroom Teachers Cluster Teachers
Grade Pre K and Grade K Family subscription to Cool Culture Cool Culture subscription allows five people to attend free of charge admission to ninety NYC museums and cultural centers	All students and family members in grades Pre K and K	October 2014 to October 2015	Children, Parents and family members
Cook Shop Elementary School Cook Shop Families This program is sponsored by the NYC Food Bank a non profit organization. Teachers and the parent coordinator facilitate nutrition lessons, healthy life style lessons and smart food choice lessons. Children and family members prepare recipes that support good eating habits, good health and healthy living. There is a campaign to combat childhood obesity by building team work, and strong family communication.	Students in grades Pre K, K, 1 and 2	February 2015 to June 2015	Classroom teachers Parent Coordinator Family Members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Daily eight period student programs are adjusted when teaching artists enter the classrooms. Field trips are arranged with no fee school bus transportation. Field trip admission costs are waived for New York

City public school students or nominal admission fees are paid by the parents and family members.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

Daily student attendance is taken. Flyers, letters and invitations are sent to parents to encourage participation. It can be reported as of February 27, 2015 grades, 5, 4, 3 and 2 have participated in an arts residency program. Each residency program culminated in a project or live performance shared with classmates, grade assemblies and performances attended by parents. The last two grades K and 1 will begin an ARTS Residency program with NY POPS culminating in an evening performance for parents and a day school performance for classmates. Thus we have achieved two thirds of this goal and will achieve 100% of the goal by May 18, 2015

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 175 Queens school administers and teachers welcome value and respect the traditions and cultures of our diverse student population and the students’ families. All staff members make sure parents can communicate in their first language. Our staff is rich with members you speak more than one language (Russian, Hebrew, Chinese, Spanish, Arabic, and Sign Language). Students and their parents appreciate our staff diversity.

PS 175 Queens has an active Parent’s Association who seek to support all children and their families.

PS 175 Queens has strong partnerships with the community: City Council Member’s Office, Borough President’s Office, Community Board 6’s Office, Rego Park Green Alliance, Ballet Tech, Town Hall Manhattan, NY Road Runners, New York Historical Society, St. John’s University, LaGuardia College, Queens College, CASA, and continuously seek new partnerships.

The practice of establishing and maintaining effective partnerships support the Danielson Teacher Effectiveness Framework in Domain # 4 Professional Responsibilities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #5

By June 2015, all teachers will improve instructional practices and possess a shared understanding of the domains and components of Charlotte Danielson’s NYCDOE edition of The Framework for Effective Teaching research-based rubric evidenced through classroom visits, informal observations, formal observations and state and local measures of student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust			
Complete IPC with all teachers.	Teachers	September 2014 to October 2014	School Administrators Principal and Assistant Principal
Conduct observations of teachers and give feedback.	Teachers	September 2014 to June 2015	School Administrators Principal and Assistant Principal
Plan inter class visits for individual teachers and for teacher teams.	Teachers	September 2014 to June 2015	School Administrators Principal and Assistant Principal
Conduct Rigor Hunts, Quality Review Preparation Hunts, Professional learning Topic Hunts with CFN 207 Network Specialists.	Teachers	September 2014 to June 2015	School Administrators Principal and Assistant Principal CFN 207 Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

NYCDOE Advance System will be used: Entering Teacher MOTP Ratings, Teacher Level MOSL, School Level MOSL, etc.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

The school administrators will use the Advance System Reports. Unique school building Walk Around in Classrooms, visitation to other schools. This school has only one principal and one assistant principal. We are above the city average in reporting teacher observations in the Advance System. This was reported by our Talent Coach on February 25, 2015.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Response to Intervention Grades K to5	Wilson, guided reading, close reading, leveled lexile reading, STARS workbooks Strategies To Achieve Reading Success Myon Reader I Ready Starmatica	Small group in the classroom	Before school day, afterschool, lunch and learn, after school Title III
Mathematics	Response to Intervention Grades K to 5	GO Math Think Central I Ready Starmatica Dream Box STAMS workbooks Strategies to Achieve Mathematics Success	Small group in the classroom	Before school day, afterschool, lunch and learn, after school Title III
Science	Response to Intervention Grade 4(NYS Grade 4 Science Test) Grades Kto5 Science Investigations using non fiction reading	Foss Science Kit non fiction books science manipulatives Weather Bug Live plants Live animals	Small group in the classroom and the science lab	During the school day 90 min. Science Cluster 45 min After School 90 min.
Social Studies	Response to Intervention Grades Kto5 Social Studies Research using non fiction	Read Works Leveled Passages Safari Montage non fiction books Scholastic Newspaper	Small group in the classroom	During the school day 90 min. and 45 min. cluster

	reading, close reading. Use NYC K to 8 Social Studies Scope and Sequence	Time For Kids		
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Grades K to5 10 Week Cycle At Risk with Guidance Counselor or Social Worker	PBIS School Wide System	Small group in the classroom, SETSS classroom, guidance office, social worker office	Grades K to5 10 Week Cycle At Risk with service provider

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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2b. 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).

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Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

Title I, Part A – Schoolwide Programs: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

Title I School Improvement 1003(a) - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

Title I Priority and Focus School Improvement Funding: support implementation of school improvement plans that aims to improve instruction and address the identified needs

Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

Title III, Part A: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

Title III Immigrant: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

Title I Parent Involvement Set-aside: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

Title I Priority and Focus School Parent Engagement Set-aside: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[Lynn Gross discovery]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Lynn Gross Discovery	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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: _____

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:

Program Outline

Rationale: One supervisor, one ESL teacher and one Arts Education Program teaching artist will be assigned to the After School Academy English as a Second Language. The After School Academy English as a Second Language Program will meet 2 hours during each session for a total of 16 sessions from January 2015 to March 2015. The principal will supervise the teachers and students. The English Language Learner teacher is certified and has an abundance of research based knowledge, school based experience, a relationship with the CFN ELL Specialist and a resource for materials/instructional strategies.

Student Groups: ELL participants as stated who attend grades 3, 4 and 5 include beginners, intermediate and advanced levels of achievement. In addition PS 175 Q ELL students include student subgroups SWD and Long Term ELLs. Student subgroups do not include SIFE students.

Schedule and Duration: Students will meet once a week for two hours on Wednesday from 2:20 to 4:20.

Language of Instruction: The primary language of instruction will be English. However students will not be discouraged from clarifying a concept, idea or instruction in their first language. At all times our students must know that their first language, culture and family traditions are respected at P. S. 175 Queens.

Teacher: As previously stated the program will staff one certified ELL teacher, and one teaching artist.

Types of Materials: The teacher will use NYSESLAT workbook/skill books, Thinking Maps, Safari Montage Visual/Auditory Media Materials, various Art Materials (paints, fabric, cardboard, paper, glue, recycle materials - egg cartons and new craft materials)

Program Narrative

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

Twenty Five students are selected to participate on Wednesday afternoons in an after school program based on the Spring 2014 NYSESLAT Scores and/or ELA Scores. Students who do not have Spring 2014 scores will qualify based on screening during new admits registration and NYSITELL Scores.

The students will receive instruction from one highly qualified ESL teacher. The second teacher will be a teaching artist from a well established Arts Education Program. The reduced student to teacher ratio is an optimum factor to increase levels of student achievement. Results from the ELL Periodic Assessment

Part B: Direct Instruction Supplemental Program Information

inform teachers. As the ESL teacher "drills down" instruction is matched with each student's needs. The term "drills down" refers to the content/skill determined as necessary/appropriate because of student assessments (ESL State Examinations, I-Ready Assessments, MOSL, DRA-2, Ready Gen and Go Math). The ESL teacher articulates with the classroom teacher to compile student data. The ultimate goal is that English Language Learners achieve a level of "Proficient" on the spring 2015 NYSESLAT New York State English as a Second Language Achievement Test.

Each group of students will have the opportunity to receive and practice "English Language Learner" instructional strategies that support "Common Core Academic Subject/Vocabulary" instruction, and arts instruction best designed to meet the needs, abilities and interests of each student.

All students meet maximum success when instruction is differentiated. Teachers are P. S. 175 Queens are experts in using Thinking Maps and Depth of Knowledge (DOK) Levels as they facilitate learning.

The NYCDOE suggests using an Arts Education Program supports students as they acquire additional languages. An acclaimed Arts Program will supplement traditional teaching techniques and strategies. The teaching techniques and strategies will be aligned with Common Core Standards in English Language Arts. The Arts Program teaches children English and develops their literacy skills through individualized instruction. The quiet and reluctant speaker/reader successfully rehearses and performs as an actor or as the person who speaks for the puppet. An expertly designed literacy curriculum which supports the five areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with theatre and music. The Arts Program supports the NYSESLAT assessment areas of: listening and speaking, with reading and writing. It is expected that students will have the opportunity to practice self reflection, peer evaluation and monitor their progress.

It is expected that students will develop independence, self-reliance, confidence and the ability to demonstrate team building. The Arts Program will inspire children to celebrate diversity of culture and family traditions.

The MARQUIS STUDIO ARTS EDUCATION PROGRAM two projects are described below

(Shadow Puppetry and Puppetry)

SHADOW PUPPETRY

In the ancient art of shadow puppetry, cutout forms create beautiful visual effects as they are held against a cloth screen and lit from behind. In this residency, the students create representational puppets from cardboard, tissue paper and colored plastic. The class will perform an original script written by the students. The curriculum covers the history of many cultures that use shadow puppetry – from Turkey, along the spice routes, and back to Asia. The Teaching Artist compares and contrasts the use of shadow puppetry in different cultures, such as the religious rituals of Indonesia compared to the rough-and-ready Kargouz of Turkey. The class learns the various skills of puppetry, which include drawing, color composition, sculpture and drama. Once the puppets are made, and a script has been written, the class begins the puppet show production- staging, scenery design, music and sound effects. In the rehearsal process, the student is encouraged to build vocal projection and theater skills, as well as

Part B: Direct Instruction Supplemental Program Information

build vocabulary. Self-confidence and free expression is enhanced through this process.

* Performances will be given for parents as well as peers in the classroom.

* This program makes a connection to the curriculum in Social Studies and Literacy.

PUPPETRY

In this residency, each student creates his or her own paper-mache puppet to use in an original performance. The student creates distinct, recognizable characters that come alive through costumes, props, shape of features and expressions. The class learns the various skills of puppetry art, which include design, sketching, sculpture and painting. Once the puppets are made, and a script has been written, the class begins the puppet show production – staging, scenery design, music and sound effects. In the rehearsal process, the student is encouraged to build vocal projection and theater skills, as well as build vocabulary. Self-confidence and free expression is enhanced through this process.

* Performances will be given for parents as well as peers in the classroom.

* This program makes a connection to the curriculum in Literacy.

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 Outline

Rationale: At P. S. 175 Queens it is important to share the research, methods, and strategies of facilitating learning for our ELL students with all teachers. At P. S. 175 Queens there is one certified ELL teacher. There are thirty classroom teachers which include both general education and special education teachers.

Teachers to receive training: Chancellor Carmen Farina has dedicated Monday afternoons for "Professional Learning." At P. S. 175 Queens the topic of how to best facilitate learning for ELL students was identified by our Professional Learning Committee. The certified ELL teacher will conduct professional learning sessions for two separate groups K-2 teachers and 3-5 teachers. One group will

Part C: Professional Development

view a video resource selected by the ELL teacher as the other group works with the ELL teacher. Then the groups will "flip" activities.

Schedule and Duration: The professional learning sessions will take place on a Monday and last per the UFT contract regulations.

Topics to be covered: Common Core Aligned Lessons, Strategies that Support English Language Learners, How to Support Parents of English Language Learners, English Language Learner Video Library, etc

Name of Providers: P. S. 175 certified teacher Stephanie Kalonowski and CFN 207 certified ELL Instructional Specialist Giuvela Leisengang will present to the P. S. 175 Queens teaching staff. In addition Ms. Kalinowski will have the opportunity to attend CFN 207 ELL meetings and NYCDOE Central Office of English Language Learner professional development sessions at various locations.

Professional Development Narrative

Professional Development will be provided on how to use Arts Education in the classroom and ESL Program. This training will be provided by a teaching artist from The Arts Program at no cost to the school. 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, special education teachers and the assistant principal attend the professional development sessions. Topics include:

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here:

Parental Engagement Activities Outline

Rationale: Parents must feel welcome and must have meaningful activities offered by P. S. 175 Queens and by the NYCDOE Central Office of English Language Learners.

Schedule and Duration

The schedule will be during school in a Tuesday afternoon, and perhaps in the evening before a monthly Parent's Association Meeting. The session would last for sixty minutes.

Topics to be covered: How to support your ELL child doing homework, NYSESLAT exam, Math exam, exploring cultural sites in NYC, accessing community based organizations, etc.

Name of Providers: Ms. Kalinowski, Ms. Leinsengang, assistant principal Ms. Dueno, school social worker Ms. Guzman, guidance counselor Ms. Braun and IEP teacher Ms. Kandov.

How parents would be notified of these activities: School Messenger in various languages, translated backback flyers, translated school letters, and parent buddy system

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. Meet The Teacher Tuesdays, 4. Meet the Principal, 5. Parent Coordinator Workshops, 6. Class Field Trips, 7. Student Assembly Programs, 8. School-Wide Festivals/Events, 9. Three Scheduled Parent Teachers Conferences, 10. Parent Association Meetings, 11. Parent Test Prep Workshops (NYSESLAT, ELA, Math, Science).

Verbal and written translation are provided by staff members who speak Spanish, Russian, Chinese, Hebrew, and Arabic. If staff members are not available we use NYCDOE Translation Services.

The providers include the principal, the assistant principal, guidance counselor, social worker, parent coordinator, district family advocate, teachers, community based organization, CFN 207 Network support staff, Cluster 2 support staff and NYCDOE central office personnel.

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

Part E: Budget

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

Allocation Amount: \$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 	\$4,174.00	Principal on site $\$52.84 \times 2 = \105.68 $\$105.68 \times 20 = \2113.60 Teacher on Site $\$51.51 = \103.02 $\$103.02 \times 20 = \2060.40
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$6,750.00	Marquis Studios 16 Sessions Teaching Artist and Art Supplies
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$276.00	Copy Machine Paper Ink Cartridges
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11,200	_____

**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 [i](#).

Part I. School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	51			10		6				61

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	51	0	0	10	0	5	0	0	0	61
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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	
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	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
Intermediate(I)		6	2	3	3	2								16
Advanced (A)		4	9	5	4									22
Total	8	16	16	11	10	2	0	63						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	1	3	1	3									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 assist 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, of 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.

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 disbursement 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, Starrmatica. 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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

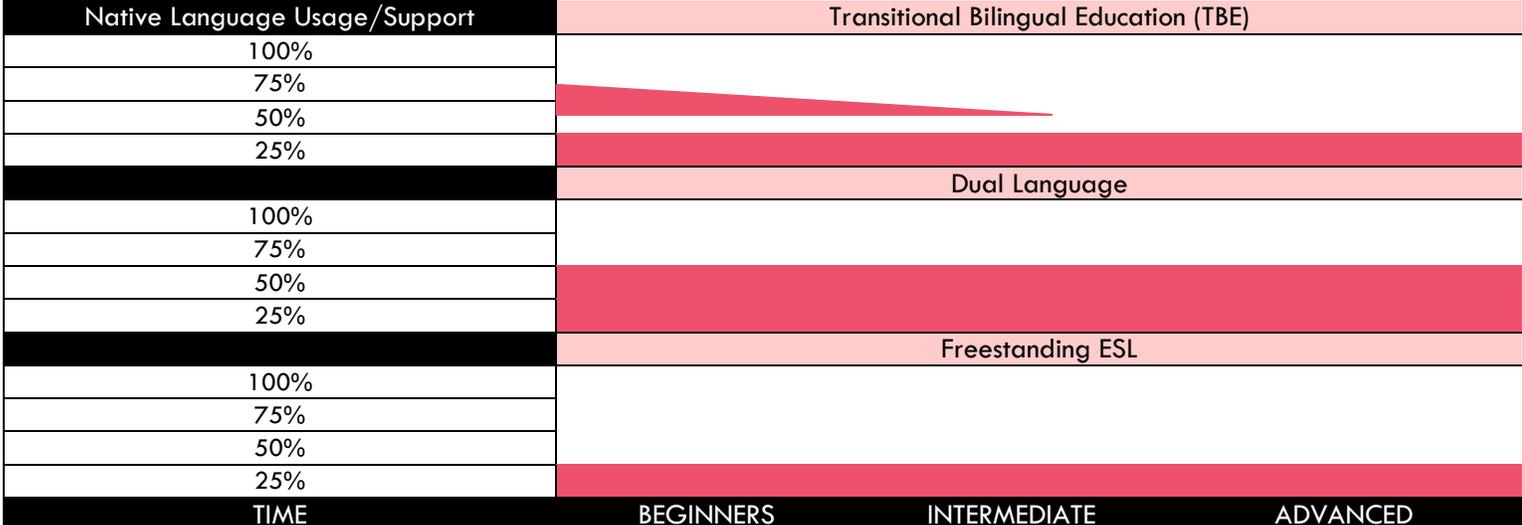
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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?

† 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 Assurance

School Name: <u>Lynn Gross Discovery School</u>		School DBN: <u>28Q175</u>	
Signatures of LAD 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>Psychologist</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 Education's 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.