

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**28Q175**

**School Name:**

**P.S. 175 THE LYNN GROSS DISCOVERY SCHOOL**

**Principal:**

**PATRICIA COOPER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Lynn Gross Discovery School Number (DBN): 28Q175  
Grades Served: Pre K -5  
School Address: 64 35 102 Street Rego Park New York 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: Stephanie Kalinowski  
Parents' Association President: Elena Aminova and Nancy Baxter  
SLT Chairperson: Patricia Cooper  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): N/A

**District Information**

District: 28 Superintendent: Mabel Muniz Sarduy  
Superintendent's Office Address: 90 27 Sutphin Blvd. Jamaica New York 11435  
Superintendent's Email Address: msarduy@schools.nyc.gov  
Phone Number: 718 557 2618 Fax: 718 557 2623

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82 01 Rockaway Blvd. Queens, NY 11416  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 718 642 5774 Fax: 718 281 3509

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Stephanie Kalinowski	*UFT Chapter Leader or Designee	
Elena Aminova	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Donna Forte	Teacher	
Christine Cheffo	Teacher	
Maureen Comiskey	Teacher	
Joanne Lyons	Teacher	
Michele Pongratz	Teacher	
Rachel Hildebrand	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Baxter	PA/ Co-President /Parent	
Svetlana Lipyanskaya	Parent	
Madhumita Sen	Parent	
Ricky Cheng	Parent	
Hillary Kahn	Parent	
Naina Hathiramani Darryl Chu	Parent Parent	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 Q. is located in a densely populated section of Rego Park, Queens and serves 756 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. 175Q is an approximately 64-year old brick building with 4 floors including the basement where the auditorium and cafeteria are located.

Instructional Focus is Multiple Entry Points. In order to bring access to all learners rather than relying only on printed materials and whole class lecture notes, teachers will incorporate multiple formats to represent information and enhance student engagement, e.g. the use of visuals, technology, multiple versions of a story, various strategies for solving math problems or the use of the scientific method. Teachers will use multimedia collections, including images, sounds, text, video, concept maps, thinking maps, web links or animation of text – meaning and supplemental programs that will facilitate student learning and academic achievement. Teacher Teams will collaborate in order to analyze student work and student assessments to identify gaps and individual student needs in order to prepare students for career and college. Student Achievement Presently NYS ELA and Math student test results are limited. At this time only Met Promotional Criterion or Did Not Meet Promotional Criterion is available in both ELA and Mathematics. The preliminary results are most encouraging. See summary table listed below:

Grade	Class ATS Code	# of Tested Students	Math	Percentage	# of Tested Students	ELA	Percentage
Third							
	301	30	30/30	100%	29	29/29	100%
	302	26	25/26	96.1%	25	24/25	96%
	303	30	28/30	93.3%	30	28/30	93.3%
	304	30	29/30	96.6%	29	28/29	96.5%
			112/116	96.5%		109/113	96.4%
Fourth	401	31	31/31	100%	31	30/31	96.7%

	402	30	30/30	100%	29	28/29	96.5%
	403	30	29/30	96.6%	29	28/29	96.5%
	591	6	6/6	100%	5	3/5	60%
Grade	Class ATS Code	# of Tested Students	Math	Percentage	# of Tested Students	ELA	Percentage
			96/97	98.9%		89/94	94.6%
Fifth	501	26	22/26	84.6%	25	23/25	92%
	502	29	28/29	96.5%	29	28/29	96.5%
	503	27	27/27	100%	27	25/27	92.5%
	504	26	24/26	92.3%	26	24/26	92.3%
	591	0	0	0	0	0	0
			101/108	93.5%		100/107	93.4%

Met Promotional Criterion/# of Tested Students= %

The actual student test results that indicate the number of Level 1, Level 2, Level 3, and Level 4 will be received late August 2015.

#### Analysis of School Quality Guide 2013-2014

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.

We are waiting to receive the 2014-2015 School Quality Guide Partnerships

At the Lynn Gross Discovery School, P. S. 175 Queens we continue to maintain and strengthen partnerships:

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

Cook Shop Families sponsored by the NYC Food Bank; students are instructed about healthy foods; parents meet monthly share recipes and create their child's Classroom Cook Shop recipes. Parents express that cooking at home is more engaging and that their child is more willing to taste new foods and to eat healthier.

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 and a teaching artist facilitate the program in cooperation with Queens College; children write an original musical theatre script, create original song lyrics, create scenery and costumes and perform at Queens College. (City Council Grant)

No Place for Hate associated with the Anti-Defamation League; committee of students will be perform 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; students in grade 3 participate in a live audition; chosen students attend the Manhattan Ballet Tech school once per week; a former P. S. 175Q. student attends the Ballet Tech school full-time

Basketball Team is coached by our certified physical education teacher. Team participation supports excellent character traits, exercise, healthy eating and sleeping habits, and demands excellent behavior and strong academic practices.

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; Three students have participated in Prep for Prep. A former PS 175Q. student will attend Columbia University this year 2015-2016.

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 funding for a Library Media Center.

Participatory Budget New York City 2014 2015 Winner – Staying Cool in School

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.

Students participate in Heartbeat We Make a Difference Program – Supporting Earthquake Victims in Nepal 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  
Academic Affiliations  
La Guardia Community College – participating students are assigned to classrooms  
St. John’s University – participating students are assigned to classrooms  
Queens College – participating students are assigned to classrooms  
Adelphi University – participating students are assigned to classrooms  
Touro College – participating students are assigned to classrooms

## Challenges

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.

### Rigorous Instruction

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 grades K-5 will participate in 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.

Core Knowledge Phonics Program will facilitate learning for young readers in grades K-2.

Science Program Next Generation Science Standards – students explore and investigate various scientific topics, read non-fiction trade books, practice problem solving, learn new science content, participate in a school wide science fair, listen to guest speakers:

- Quiver Farms
- Mad Scientist
- Ally Pond Environmental Center

Students participate in field trips

- American Museum of Natural History
- Hall of Science
- Prospect Park Zoo
- Bronx Zoo
- Queens Zoo

Social Studies Program Teachers facilitate learning with the New York City K-8 Social Studies Scope and Sequence  
Students study history, geography, economics, government, etc. School residency programs include:

- New York Historical Society
- Inside Broadway
- Project LEAP
- Stock Market Game
- Constitution Works

- Council on Economic Education
- Queens Assistant District Attorney (Guest Speaker)

Technology Program Students practice safe use of the internet. Students incorporate English Language Arts, mathematics, science and problem solving. Students learn Micro Soft Office Programs – Word, Power Point, Excel. Students learn specialized software programs – Sketchup for 3D Printer. Students learn how to build and program an EV3 Robot.

Multiple Entry Points

Technology Curriculum Arts-STEAM

Safari Montage Ready Gen Education through Music

Myon Reader Go Math CASA Musical Theatre

Dream box Thinking Maps Town Hall Manhattan

Starmattica Exemplar Math LEAP

I-Ready Academic Vocabulary Dancing Classrooms

DRA-2 Field Trips Inside Broadway

3-D Printing NY Stock Market Game Ballet Tech

EV3Robotics Constitution Works Jazz at Lincoln Center

Student Assessment: i-Ready

P. S. 175 Queens, the Lynn Gross Discovery School was selected to participate in an i-Ready case study. All students in grades K-5 were administered three diagnostic and prescriptive tests. Teachers and school administrators analyzed student test results to establish trends and patterns. Teachers assigned specific lessons to individual students.

Children were assigned a minimum of twenty minutes per day in both literacy and mathematics. Parents received their child's hard copy report and parents could monitor their child's progress online. The expectation is that there will be a direct positive correlation between increased "i ready time on task" and improved student test results on the NYS English Language Arts and Mathematics examinations.

DRA-2, MOSL, Ready Gen and Go Math

Classroom teachers administer two DRA-2 examinations in grades K-2.

Classroom teachers administer two MOSL examinations in grades K-5.

Classroom teachers administer pre test and post test in both Ready Gen and Go Math.

Special Staff

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.

Parent's Association

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.

#### School Strengths

School is a safe place where students engage in learning and thrive in a supportive environment achieving intellectual and emotional goals.

The school principal is proactive in identifying additional grants and funding resources which result in effective decision making and programming around teaching and learning.

## 28Q175 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	758	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		1.8%	% Attendance Rate	94.4%
% Free Lunch		50.2%	% Reduced Lunch	11.2%
% Limited English Proficient		8.2%	% Students with Disabilities	12.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	1.2%
% Hispanic or Latino		12.6%	% Asian or Native Hawaiian/Pacific Islander	18.1%
% White		66.9%	% Multi-Racial	1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.15	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	12.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		42.0%	Mathematics Performance at levels 3 & 4	58.0%
Science Performance at levels 3 & 4 (4th Grade)		82.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Percentage of students achieving level 3 or level 4 on 2015 NYS Common Core assessment in both ELA and Math exceeded both peer and city groups. Based on results of 2014-2015 Quality Review our school received a Proficient Rating for indicator 1.1 highlighting the school’s commitment to the implementation of a rigorous curriculum. Despite outperforming the district in overall scores on the 2015 NYS Common Core ELA and Math exam, in grades 3, 4 and 5 indicates mixed proficiency as compared to the previous year’s results. The new results are as follows Grade 3 ELA decrease of 3% , Grade 3 Math an increase of 7%, Grade 4 ELA an increase of 5%, Grade 4 Math a decrease of 11%, Grade 5 ELA a decrease of 8%, Grade 5 Math decrease of 18%. The deep examination of the Grade 3, 4, and 5 NYS ELA exam revealed. This school year the school wide ELA concentration will be in the following areas: Grade 3 ask and answer questions, recount stories, describe characters, determine the main idea, and describe the relationship between cause/effect; Grade 4 refer to details, determine the main idea, explain events, draw inferences, determine a theme and describe in depth a character; Grade 5 quote accurately, determine a theme, compare and contrast, determine two or more main ideas of a text and explain the relationships between two or more individuals. The deep examination of the Grade 3, 4, and 5 NYS Math exam revealed. This school year the school wide math concentration will be in the following areas: operations and algebraic thinking represent and solve problems involving multiplication and division, numbers and operations-fractions, and numbers and operations base ten.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 85% of grades K-5 students will perform at or above proficiency level in writing as measured by the pre and post ELA MOSL performance tasks.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will use Action Plans, checklists, conference notes, and informal and formal records to assess students, provide feedback and next steps to individual students and groups of students to support their achievement. Teachers will also use I ready assessments, Ready Gen data from pre- and post- assessments to identify and implement targeted instruction for students, creating multiple entry points into the curriculum, and supporting student growth towards increasing proficiency with the Common Core Learning Standards.</p>	<p>All students in K-5 with particular focus on students in grades 3, 4 and 5.</p>	<p>2015-2016 school year</p>	<p>One teacher from each grade. Borough ELA Developer, Ready Gen Lead Facilitators and Thinking Map Trainers</p>
<p>Teachers will analyze student data to determine how students learn best, specifically SWD and ELL in order to modify lessons to include multiple means of representation (TBR), expression, and engagement. Teachers will plan and prepare together to maximize opportunities to design lessons for differentiated, rigorous instruction including enrichment and support for ELL students from grades K-5 (RTI) instruction.</p>	<p>Students with disabilities, English language learners, and other high-need student subgroups</p>	<p>2015-2016 school year</p>	<p>One teacher from each grade. Borough ELA Developer, Ready Gen Lead Facilitators, Thinking Map Trainers, AIS and RTI professionals</p>

Parents will be given the tools to assist their children in meeting this goal through regular workshops and parent engagement periods, as well as communication through various media.	All Family Members  Parents	2015-2016  school year	One teacher from each grade. ELA Developer, Ready Gen Lead Facilitators,  Thinking Map Trainers, AIS, RTI professionals, out of classroom teachers, and parent coordinator
All activities, as always, will continue to build a collaborative and trusting community through workshops, Tuesday Parent Meetings and all other communications.  Trust: Transparency across all of the work that we do. Parents and students in grades PreK- 5 will monitor student progress	Whole School	2015-2016  school year	All Members of the School Learning Community

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Financial Resources are aligned with the school budget. Seasonal additional funds come from SAM. In the past funds were made available for MOSL scoring, student RTI instruction, and Pre Kindergarten assessment scoring. We use teacher inquiry teams, peers, District 28 Superintendent Team Members, Queens Borough South instructional leads, and lead teachers for demonstration of modeling, developing norms and common language among teachers and students.  We use of The Danielson Framework- Scheduling of common preps for planning, preparation and student data analysis. Math teachers, coverage for teachers to plan and conduct workshops.  Human resources include Superintendent Instructional Team Members, Borough Field Team Members and school based teachers. Planning resources include Monday Professional Learning Community afternoons, Common Preparation Periods, and Central Calendar Professional Planning Days i.e. Election Day. Financial resources include per session hours are needed. Instructional resources include professional development from I Ready, teacher lead professional development sessions, MOSL grade materials guided text read alouds, specific scanned paper, score sheets and webinars.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 31, 2016, administrators will review student writing assessments in grades K-5. The writing traits/rubrics will be used to determine student progress. Administrators will monitor teacher preparation and planning as they facilitate learning in their respective classrooms. Administrators will conduct deep examinations to see the

relationship between students' use of Thinking Maps to positively impact on student writing. We seek student outcomes of improved scores on the ELA/MOSL assessments.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

When reviewing the 2013-2014 School Quality Snapshot, we identified that although our school environment has been highly rated in terms of parent and teacher satisfaction, we strive to increase that even further. As noted on the January 2015 Quality Review, PS 175Q is proficient in maintaining a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. An area of celebration on the School Quality Snapshot is “94% of teachers agree that the school leaders place a high priority on the quality of teaching” Our structures for positive learning environment, inclusive culture, and student success.”

According to the 2014-2015 School Survey, 90% of the staff agrees that there is a supportive environment for growth and learning for the students. Additionally, 87% of parents agree that the school offers a wide enough variety of courses, extracurricular activities, and services. However, 85% of teachers feel that order and discipline are maintained at school. Areas to improve are student to student conflicts, especially at lunch and taking appropriate disciplinary actions in collaboration with the parents.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 100% of our students will be engaged in a character education program in order to help them develop strong moral character and become tolerant individuals whose actions reflect six key character traits (caring, responsibility, respect, fairness, trustworthiness, and citizenship). This will lead to an improved school culture as evidenced by a 4% increase in each of the School Quality indicators referenced in the section Needs Assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Training and use of “Don’t Laugh at Me,” anti-bullying program through professional learning. “Don’t Laugh at Me” includes student anti-bullying pledges and the recognition of acts of kindness. Both of these will lead to activities that will be exhibited on bulletin boards.</p>	<p>All teaching staff, school aides and entire student body</p>	<p>2015-2016 school year</p>	<p>Anti-bullying Coordinator, Guidance Counselor, Social Worker and Administration</p>
<p>Character-development literature books chosen as school-wide read alouds with a focus on one of the six pillars of character development—trustworthiness, respect, responsibility, fairness, caring, and citizenship. Books will be an integral part of Respect for All Week and No Place For Hate.</p>	<p>All students</p>	<p>2015-2016 school year</p>	<p>Anti-bullying Coordinator, Guidance Counselor, Social Worker and Administration</p>
<p>Parent education through workshops, newsletters, monthly student awards and special assemblies.</p>	<p>All parents</p>	<p>2015-2016 school year</p>	<p>Parent Coordinator, Anti bullying Coordinator, Guidance Counselor, Social Worker and Administration</p>
<p>Teachers will use various methods and programs (including Class DOJO, PBIS) to teach students how to become good classroom citizens. Staff will share best practices during Monday professional learning sessions.</p>	<p>All teaching staff and students</p>	<p>2015-2016 school year</p>	<p>School Administration, Teachers Sharing Best Practices , Psychologist, Guidance Counselor, Social Worker, RAMAPO Guest Speaker</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling common preps (at least twice a week), so that teachers can meet with grade-level colleagues.  
 Schedule monthly Literacy Vertical Team Meeting, to work on character development books.  
 Scheduling of 80-minute professional development period on Monday and Tuesday mornings about “Don’t Laugh at Me,” Class DOJO, PBIS. Scheduling of workshops for parents, morning, afternoon and evening.  
 Scheduling of monthly Star Student Assemblies

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 31, 2016, our anti-bullying coordinator, along with members of our literacy vertical team and administration, will review the number of cafeteria student conflicts. The Committee will conduct short term progress monitoring, by assessing the monthly OORS report and implement strategic prevention if there is minimal or no decrease of conflicts.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Teacher team work and collaborative professional learning engages teachers. During Common Preps and Monday Learning Sessions teachers devote time to discussing their practice with peers. Teachers during inquiry team work sharpen content and expertise. Teachers schedule times to visit colleagues’ classrooms and study student and teacher work so that intended improvements becomes consistent and most apparent across classrooms. The assistant principal participates in literacy and math study groups to expand knowledge and effectiveness. During Monday Professional Learning Sessions teacher’s model and share new learning with the entire school community.

During Inquiry Teacher Team Meetings teachers focus and analyze Present Levels of Performance for individual students based on various methods including pre and mid assessments and then plan instruction targeted towards supporting students in meeting the CCLS, integrating them into planning, preparation and cohesive instruction.

Research supports that careful curriculum design leads to instruction and tasks that accelerate student growth, increased (H. O. T.) higher order thinking skills, and provide students with essential knowledge and skills to meet the real-world demands of college and postsecondary success. Thoughtful examination of the curricula also enables teachers to make informed decisions that result in increased, progressive preparation for students to engage in challenging, higher-level work.

According to our 2014-2015 NYC School Survey Report percentage in the following categories are: Rigorous Instruction 92%, Supportive Environment 91%, Collaborative Teachers 92%, Effective School Leadership 81%, Strong Family Ties, 88% and Trust 95%. The 2015-2016 desire is to increase each percentage to a level greater than 95%.

According to our 2014-2015 Quality Review Report the rating of Proficient was received in the following categories:

1.1 Curriculum, 1.2 Pedagogy, 2.2 Assessment, 3.4 High Expectations, 4.2 Teacher Teams and Leadership Development. The 2015-2016 desire is to increase to a level of Well Developed.

According to the 2013-2014 School Quality Guide

Student demographics are as follows: 67% white, 18% Asian, 13% Hispanic and 1% black. Sub groups include: 8% English Language Learners and 12% Students with Special Needs.

Student Achievement results reveal 42% meet New York State English Language Arts standards and 58% meet New York State math standards.

81% of the students felt the school’s offerings were enough to keep them interested in school. This exceeds the New York City average by 6%.

85% of the students said that they feel safe in the school. While both of the indicators referenced above exceed New York City averages, each falls 6% below the district averages in each respective category.

2014-2015 PS 175Q is a school in Good Standings with the New York State Education Department.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of teachers in teacher teams adjust and revise grades K-5 writing unit plans based on the analysis of student work so that 60% of grades K-5 students will increase one level of writing proficiency as measured by the pre and post MOSL informational writing assessment rubric.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>During Monday afternoon professional learning sessions, we will practice protocols for looking at student work.</p>	<p>Teachers</p>	<p>2015-2016 school year</p>	<p>Teacher leaders</p>
<p>All teachers will continue to work on reaching all students through regular ongoing professional learning and planning time. Professional learning will be provided through peer support, Borough staff development /Teacher Days, teacher initiated PL attendance and online with Engage New York.</p>	<p>Teachers and students</p>	<p>2015-2016 school year</p>	<p>Teacher leaders and Borough Leaders</p>
<p>Parents will be invited to Borough Parent Engagement Workshops, Tuesday school based parent engagement, and parent coordinator workshops.</p>	<p>All Family Members</p>	<p>2015-2016 school year</p>	<p>Parent Coordinator, Teacher leaders and Borough Leaders</p>

School administrators, instructional lead teachers and Borough developers will support professional learning for all constituents through providing subs for attendance at PL sessions, the sessions themselves being offered and access to one on one assistance as needed or requested.	Entire school community	2015-2016 school year	Administration and  Lead instructional developers
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Professional learning as provided by the Superintendent Team, Queens South Borough Leaders Chancellor Calendar Days and city wide opportunities presented by the various offices. School building capacity training in addition to providing resources from a variety of professional organizations: ASCD, Learning Forward, and Phi Delta Kappa. Human resources include school building teachers. The Professional Learning Community schedules will be adjusted. When funding is available teachers will be offered payment (training rate, per session rate and substitute teachers will cover classes per diem rate).										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, students will be assessed using MOSL writing checklists to determine 50% progress toward writing goals. In addition to the mid-point benchmark interim progress monitoring for our teachers to be able to revise and adjust strategies in unit plans.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In fostering forthcoming leaders, through both traditional and non-traditional educational programs, the principal and assistant principal’s role of shared leadership and transparent thinking was one that became more evident. The school administration considered the needs of all teachers/staff members in taking on an active leadership role in the educational community. In reviewing the School Quality Snapshot 90% of teachers believe that school leaders provide them with leadership opportunities and 90% feel that they are publically recognized for their accomplishments. In the 2014-2015 Quality Review an area of celebration was in the Instructional Core 1.1. An area of focus and strengthening was in the Instructional Core 1.2.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in the cycles of professional learning in instructional core 1.2 with a focus on differentiation of instruction as measured by 80% of teachers increasing one level of performance rating in component 3C on the Danielson Framework for teaching rubric.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will be provided with professional learning cycles that meet the needs of differentiation instruction and supports in their</p>	<p>Teachers</p>	<p>2015-2016 school year</p>	<p>Administration and</p>

planning to be successful. This will be determined through observation, classroom peer inter visitations and teacher request.			Lead instructional developers and teacher trainers
Our ELL instructor, AIS and RTI team will continue to attend professional learning provided by Borough Center, and DOE Central.	Teachers	2015-2016 school year	Administration and Lead instructional developers, Borough Leads and teacher trainers
Parent communication will continue through dissemination over various physical and online media, with translation (sign language interpreter)when necessary, including PA meetings, parent coordinator workshops and learning opportunities. with ELL parents in the afternoon family engagement time. The purposes of the workshops is to keep parents updated in the constant modification of rigorous differentiation instruction in the classrooms.	Families	2015-2016 school year	Administration, teachers and parent coordinator
Frequent parent workshops that communicate the goals of the school will sustain the culture of trust we have established.	Entire School Community	2015-2016 school year	Administration, teachers and parent coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Ongoing communication via staff meetings, and one-on-one meetings, professional learning as provided by the DOE and at the school level the principal and assistant principal will continue monthly meetings with the Parents Association Executive Board.										
Monthly Meet and Greet with the principal and assistant principal devoted to each grade level.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 31, 2016, administrators will review student writing assessments in grades K-5. The writing traits/rubrics will be used to determine student progress. Administrators will monitor teacher preparation and planning with emphasis on differentiation instruction as they facilitate learning in their respective classrooms. Administrators will measure by 20% the examination of differentiation instruction demonstrated through lesson planning, teacher

observation and student work. The use of Thinking Maps in the classrooms will be measure by 20% on how it will impact student writing.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We are fortunate to be in a community where parent involvement is good. More than 85% of parents attended parent-teacher conferences in November 2015. Parents regularly attend our principal’s monthly executive board meetings. However, we are looking for ways to expand their participation, and especially their level of response to the Learning Environment Survey. Last year, only 71% of parents responded to the survey.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children we will increase the number of contacts with families by 20% so that by June 2016 we will offer 50% more parent/family/school interactions than in previous years so that there will be an increase of 10% of parents responding to the New York City Learning Environment Survey.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Monthly opportunities for parents to come to school or engage with teachers, administrators and the parent coordinator, including:</p> <p>Breakfast &amp; Conversation with the principal, Data-Tech Meetings with the assistant principal or technology teacher, parent workshops led by parent coordinator, parent workshops on instructional topics led by teaching staff. At the end of each meeting or workshop, parents are given school-created feedback forms, in order to rate all aspects of the workshop and give ideas for future topics.</p>	<p>All Families</p>	<p>2015-2016 school year</p>	<p>School Leaders, Technology Teacher, Teaching Staff, Parent Coordinator,</p>
<p>Ongoing support for Wellness Council, to integrate wellness throughout the school from the cafeteria to the gym to the classroom. The school will plan its first annual Wellness Fair.</p>	<p>All Children and Families</p>	<p>2015-2016 school year</p>	<p>School Leaders, Wellness Committee members, including teachers, cafeteria staff and school nurse</p>
<p>Support of the arts through Parents Association funds, including project arts and assembly programs.</p>	<p>All Children and families</p>	<p>2015-2016 school year</p>	<p>School Leaders, Parent Coordinator, CBO Teaching Artists</p>
<p>Parent coordinator outreach. Meet with class parents about increasing response on Parent Survey, as well as having them attend more school events.</p>	<p>All Families</p>	<p>2015-2016 school year</p>	<p>School Leaders, and Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Scheduling of monthly meetings and workshops for parents, including Breakfast & Conversation, Data-Tech and various parent workshops. Scheduling changes for teachers involved in Wellness Council. Scheduling for events outside of school day, including Wellness Fair.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By January 31, 2016, the Principal and Assistant Principal, along with the Parent Coordinator will review the attendance and feedback forms of parents from these meetings and events to ensure that contacts with parents have increased by at least 10% and concrete plans are in place to increase Learning Environment Survey by 10%.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	We use various sources of information to determine if students require AIS services. In testing grades, we review NYS exam results to look for students who are performing below level. We also look at data from MOSL assessments across grades, as well as classroom performance on literacy-related tasks. We use students' DRA-2 assessments, to identify students performing below grade level. We use I ready results.	Our AIS program uses a variety of differentiated instruction based on progress monitoring and on-going assessments in all grades. Students are supported with I Ready instructional leveled lessons. Teachers use CCLS instructional shifts to assure student understanding at higher levels. Students prepare for the NYS English Language Arts in Grades 3, 4 and 5 New York State English as a Second Language Achievement Test in grades K-5	Instruction is abbreviated whole group, small group and one-to-one, depending on student needs and program.	AIS is provided during the school day as well as during Extended Afternoons (Wednesday and Thursdays 2:20 to 4:20). It is also provided during paid preparation periods.
<b>Mathematics</b>	We use various sources of information to determine if students require AIS services. In testing grades, we review NYS exam results to look for students who are performing below level. We also look at data from MoSL assessments across	Our AIS program uses a variety of differentiated instruction based on progress monitoring and on-going assessments in all grades. Students are supported with problem solving strategies, skill building strategies	Instruction is abbreviated whole group, small group and one-to-one, depending on student needs and program.	AIS is provided during the school day as well as during Extended Afternoons (Wednesday and Thursdays 2:20 to 4:20). It is also provided during paid preparation periods.

	grades, as well as classroom performance on math related tasks.	and open-ended problem exposure. Teachers use CCLS Instructional shifts to assure student understanding at higher levels. Teachers also use i-ready lessons. All students in grades 3, 4 and 5 will take the New York State Mathematics Exam.		
<b>Science</b>	We use various sources of information to determine if students require AIS services. In 5th grade, we review the 4th grade NYS exam results to look for students who are performing below level. For current 4th grade students we look at data from MOSL science assessments, as well as classroom performance on science-related tasks. The third and fourth grade students are scheduled for a double period of science with the science cluster teacher.	Our AIS program uses a variety of differentiated instruction based on progress monitoring and on-going assessments in all grades. Students are supported with science problem solving strategies, skill building strategies and open-ended science problem exposure. All students in grade 4 will take the New York State Science Exam.	Instruction is abbreviated whole group, small group and one-to-one, depending on student needs and program.	AIS is provided during the school day as well as during Extended Afternoons (Wednesday and Thursdays 2:20 to 4:20). It is also provided during paid preparation periods.
<b>Social Studies</b>	To determine student needs for social studies-related AIS, we analyze classroom performance on social studies-related tasks.	Our AIS program uses a variety of differentiated instruction based on progress monitoring and on-going assessments in all grades. Students are supported with ReadWorks web based instructional leveled lessons. Teachers use CCLS instructional shifts to	Instruction is abbreviated whole group, small group and one-to-one, depending on student needs and program.	AIS is provided during the school day as well as during Extended Afternoons (Wednesday and Thursdays 2:20 to 4:20). It is also provided during paid preparation periods.

		assure student understanding at higher levels.		
<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	The need for at-risk services is determined in consultation with all staff responsible for particular students, including school leaders, classroom teachers, SBST members and parents/guardians.	At risk services provided to students without IEPs, as needed. For a period of ten weeks.	Sessions are small group and one-to-one, depending on student needs and program.	Student At Risk services are only provided during the day or 7:30 AM Family Sessions.

## 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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.

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **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).

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**Parent Involvement Policy (PIP)**

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. **[Lynn Gross Discovery]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

**[Lynn Gross Discovery]** , 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 on assessments.

### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

### 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: <u>The Lynn Gross Discovery</u>	DBN: <u>28Q175</u>
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: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 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

## Part B: Direct Instruction Supplemental Program Information

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 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

### Part C: Professional Development

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 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. Kalonowski 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

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.

### Part D: Parental Engagement Activities

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"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$4,174.00</u>	<u>Principal on site \$52.84x2=\$105.68</u> <u>\$105.68X20=\$2113.60</u> <u>Teacher on Site \$51.51=\$103.02</u> <u>\$103.02X20=\$2060.40</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$6,750.00</u>	<u>Marquis Studios</u> <u>16 Sessions Teaching Artist and Art Supplies</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> </ul>	<u>\$276.00</u>	<u>Copy Machine</u> <u>Paper Ink Cartridges</u>

**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.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>11,200</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>28</b>	Borough <b>Queens</b>	School Number <b>175</b>
School Name <b>The Lynn Gross Discovery School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Patricia Cooper</b>	Assistant Principal <b>Milagros Dueno</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Stephanie Kalinowski</b>	School Counselor <b>Eva Braun</b>
Teacher/Subject Area <b>Michele Pongratz-teacher/data</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Christine Viola- Golbig/Writin</b>	Parent Coordinator <b>Fran Sternberg</b>
Related-Service Provider <b>Debra Lau</b>	Borough Field Support Center Staff Member <b>Dr. Martine Santos, Director</b>
Superintendent <b>Mabel Munez-Sarduy</b>	Other (Name and Title) <b>Glenys Guzman</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	720	Total number of ELLs	64	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	62	<b>Newcomers</b> (ELLs receiving service 0-3 years)	45	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	8	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	45		1	8		1				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	1	1		2									0
Chinese		1	2											0
Russian	5	8	3	5	4	3								0
Bengali														0
Urdu														0
Arabic					1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	5	5	4	5	4	4								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	4	4	2	4	3	2								0
<b>Emerging</b> (Low Intermediate)	1	3	2		2									0
<b>Transitioning</b> (High Intermediate)	2	2			1									0
<b>Expanding</b> (Advanced)	4	4	6	6	5	5								0
<b>Commanding</b> (Proficient)			3	1	1	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			3	1	1	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	3			0
4	1	3	1	1	0
5	4	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2		5		2				0
4	3		4		2				0
5	3				2				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		2		4		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At P.S. 175 we use the DRA and the MOSL baseline data, as well as data from I-Ready. These assessments test decoding skills, comprehensions skills and provide a lexile level for each student. The results are shared with the ESL teacher so that the classroom teacher and ESL teacher can create goals for individual ELL children. Data from these assessments reveals reading levels and strengths and weaknesses each child has. This drives instruction for the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns that are revealed from the NYSITELL and NYSESLAT testing are 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. In recent years we have also seen more students in fourth grade testing at a proficient level on the NYSESLAT. We attribute this gain to the test taking experience the children have through the years and the implementation of the I-ready assignments in conjunction with the ENL services provided. The principal, assistant principal, ENL teacher and data specialist carefully analyze the NYSESLAT data to drive instruction for ELL children.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses information from the Annual Measurable Achievement Objectives for goal setting and targeting specific students. We use the data to target students who have not made as much growth as we would have liked them too and they become a "target ELL group". We then use results from other assessments such as MOSL and I-ready to put together goals and a plan for the target group. Once children are placed in the target group the instruction by not only the ENL teacher but also classroom teacher and cluster teachers is driven by the analyzed data as to which skills the children are missing. The team looks to move the target children to a proficient level on the NYSESLAT. The AMAO data also reveals that our school will meet its long term goals.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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 NYS 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 component 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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, ENL teacher, Speech teacher, Social Worker, Psychologist and a general education 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 ENL 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 students 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 students 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 student’s new language development is considered in instructional decisions?

Our ENL 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 dictionaris and glossaris to support the Native Language.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

P.S. 175 does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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 ENL 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 ENL teacher offers support in the form of materials or a push in support. The ENL teacher shares data with the classroom teachers from 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 sugegstions from the RTI team.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 ENL teacher, Stephanie Kalinowski, the Principal, Patricia Cooper, the Assistant Principal, Milagros Dueno or other classroom teachers who have been trained. 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. A licensed pedagogical assistant assists the parent in completing the Home Language Identification Survey. After the Home Language Identification Survey and interview are complete, the HLIS is reviewed and language codes are recorded in ATS, ELL status is then determined. NYSITELL is administered by the ESL teacher within the first 5 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 NYSITELL. After a child is confirmed to be an ELL, parents are invited to a Parent Orientation where they explained the 3 choices they have for their child, Freestanding ESL, Dual Language, or Transitional Bilingual Program. If the parent can not make the initial Parent Orientation the ESL teacher arranges for another date until all parents are explained the 3 choices they have. The parent then makes a choice and the ESL teacher determines placement. Once a child is considered an ELL the child then must take the NYSESLAT exam every Spring until he/she tests at a proficient level.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

P.S. 175 has never had a SIFE student.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEP's are identified by the LPT, discussions are then had about the child, and reports are read. After an in depth conversation about the child a decision is made on whether or not the child should be tested for ELL status.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher sends home the entitlement and non-entitlement letters, and keeps copies on file. Once testing is complete the letters are given out by the ENL teacher within 5 days of admittance.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed at the Parent Orientation about their rights to appeal ELL status. If they choose to appeal the proper steps are followed.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The ENL teacher conducts a parent orientation within the first 5 school days of admittance to explain the three program choices to the parents of children determined to be ELLs. At the parent orientation the ENL 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 ENL teacher reaches out and if the parents need someone to speak to them in their native language the ENL 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher monitors the return of the Parent Survey and Program Selection forms. Those who have not completed and returned the forms are reached out to via phone call from a person from the school who speaks their native language. That person will explain

the three choices with the ESL teacher present and will explain they should come to school at their earliest convenience. If the parent is unable to come to the school, the meeting is conducted as a phone conference.

9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL teacher ensures that the placement parent notifications are distributed and copies are kept at the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL teacher keeps files for every ELL child, with important documentation that is sent home to the parents. In each file with a teacher created "file from" that shows a checklist of what is in the file. The documents that are in the file are HLIS, entitlement letter, placement letters, and continued entitlement letters. The non-entitlement letters are kept in a separate file for the children who never tested as an ELL.
11. 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 ensure all ELL students are given the NYSESLAT exam, the ENL teacher prints out the NYSESLAT eligibility report from ATS. The ENL teacher uses other trained teachers to help in the administering of the NYSESLAT. The ENL teacher makes a schedule to make sure every ELL child is tested. The NYSESLAT is given over a period of 4 days, the first part is speaking. The speaking portion is administered individually by the ENL teacher and scored by a trained teacher. The next three sessions are given over 3 days in small groups by grade.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support parent notifications are created and distributed by the ENL teacher. The ESL teacher keeps copies of these letters in the ESL files.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The trend of the parent program choice has always been for Free Standing English as a Second Language. In 2014 there was one parent who wanted a dual language Russian program, in 2013 there was also one parent who asked for a dual language Hebrew program, and in 2012 there was one parent who request a Chinese dual language program. Therefore, the need for any other program besides ESL is almost non-existent. The parents are happy with the emergence of the children to learn English within an English classroom and are happy with the support that the ESL program provides. The ESL program has always been a success for children learning English.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
Instruction for ELL children is currently delivered in a stand alone and integrated fashion. Students are pulled out of their classrooms for the appropriate amount of minutes according to NYS guidelines. 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 ENL teacher uses picture support, glossaries and dictionaries, as well as Smart Board Interactive technology to deliver instruction. The ENL 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 ENL teacher always confers with the classroom teachers to identify any skills the ELL children may need to develop. The ENL teacher also has begun working with the Ready Gen scope and sequence. Students are also instructed in an intergrated model, where the ENL teacher goes into the classroom to deliver ESL services. The ENL teacher plans lessons with the classroom teacher and differentiates instruction based on student needs.
  - b. TBE program. *If applicable.*

P.S. 175 does not have a TBE program.

c. DL program. *If applicable.*

P.S. 175 does not have a DL program,

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL teacher is the sole ESL provider for the ELL children. The ENL teachers schedule is devoted to servicing the ELL children. Entering and Emerging ELL students will receive 180 minutes of stand alone ESL service and 180 minutes of integrated ELA/ESL instruction. Transitioning and Expanding ELL children will receive 180 minutes of instruction through the integrated model. Commanding ELL students will receive 90 minutes of integrated instruction.

3. Describe how core content is delivered in each program model. 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](http://www.starfall.com), [www.onemorestory.com](http://www.onemorestory.com), <http://www.sciencebuddies.org>, [www.pbskids.org](http://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 home 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 ENL teacher administers assessments in all four modalities in the beginning of the year and the middle of the year. All children are assessed using the NYSESLAT (New York State English as a Second Language Achievement test). The ENL 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 each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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 an after school 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 ENL teacher in cooperation with the primary classroom teacher, examine, IReady and MOSL 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

After an ELL students has been re-identified as an ELL or a non-ELL the child is monitored closely by his teacher to make sure aduquate progress is being made. We use classroom assessments, MOSL, and I-ready results to assess progress. If the child needs additional support services qualified staff members will provide the services needed. The students parents will be notified and a meeting will take place to discuss an action plan for the child.

8. 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 ENL teacher and with special education related service providers. Students participate in stand alone and integrated services. 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.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable 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.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

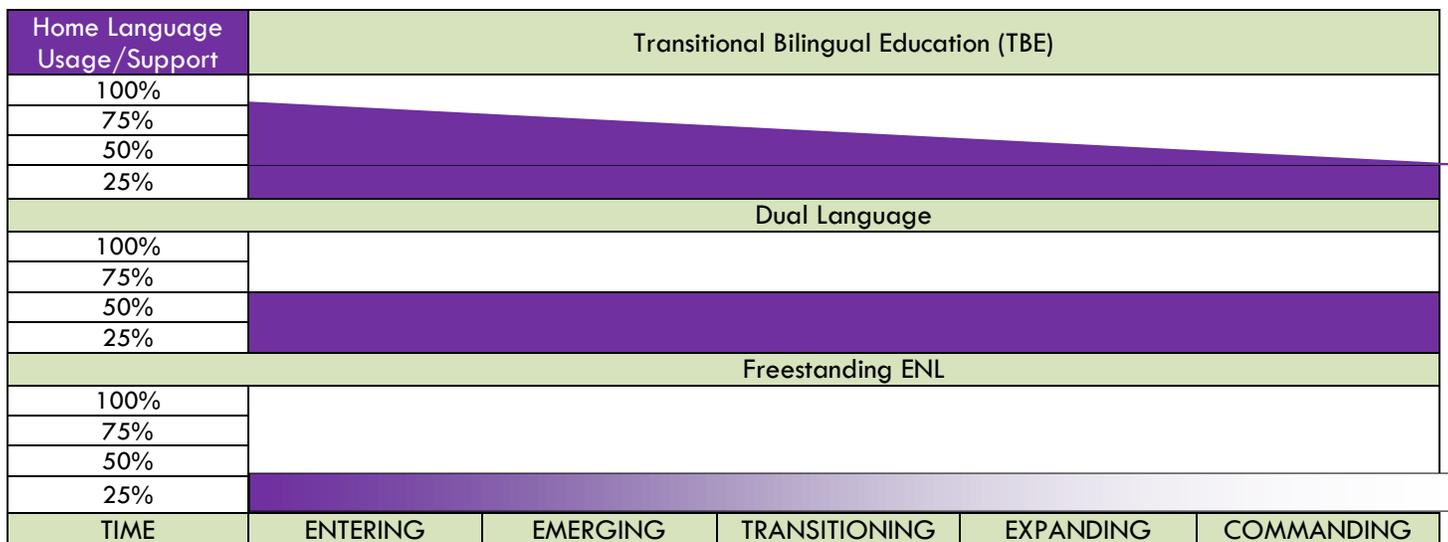


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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
11. 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. 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. According to the new CR-Part 154 regulations we will begin to include integrated service for the ELL children. They will receive both stand alone and integrated services.
12. What new programs or improvements will be considered for the upcoming school year?
- Increase the number of workshops and seminars attended by the ENL teacher, assistant principal, primary classroom teachers and cluster teachers regarding strategies and best practices for instructing ELL 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 adding integrating services for ESL. We will do this by placing the ESL students in two classes on each grade. This will allow for easy access to the children for integrated purposes.
13. What programs/services for ELLs will be discontinued and why?
- Testing accommodations for ELLs are discontinued 2 years after a child tests at a commanding level on the NYSESLAT exam in accordance with the New York State Memo and the New York State Administrator's Manual and Guideline.
14. 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 an after school program which incorporates not only ELL strategies but art. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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, I-ready, Myon, dreambox  
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)
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In the ESL program 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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Yes, because ESL program facilitated by our one highly certified ENL teacher correspond to our ELLs' ages and grade levels as described in the section "How is instruction delivered."

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 ENL teacher during the Home Language Survey interview, at this point the ENL teacher besides conducting the interview will answer any questions the parents may have.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**We do not have a dual language program.**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. The ENL teacher attends various workshops offered including Academic Language and Vocabulary, Maryann Cucchiara Mini Institutes, NYSESLAT training.

Our general education teachers attend Mini Institutes as well.

Our ENL 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.

An ELL component is also integrated into our Election Day and Brooklyn Queens day professional development. Also within each 6 week cycle of Monday professional development, there is an ELL PD.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional Development offered to teachers of ELL's to meet the Common Core State Standards include Mini Institutes, Ready Gen and GoMath professional development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Elementary school staff members articulate with the middle school assistant principal and guidance counselors regarding student class and grade assignments for the next academic school year in middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ELL training for all staff is designed in a variety of ways: 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 2015 to June 2016. Each teacher receives a letter in their file to show attendance for conferences and workshops. On Mondays we have designated time for Professional Development which we use in a variety of ways to enhance our curriculum and improve curriculum and instruction.

November 3, 2015 Professional Development Day (non attendance for students) -  
Close Reading  
Differentiated Instruction and the ELL Student

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At P.S. 175 the ENL teacher calls and meets with parents of ELL's during Tuesday afternoon "parent engagement" sessions. The ENL teacher keeps records of meetings and phone conferences in student files by using the "parent communication" form created by administration at P.S. 175. During the parent engagement meetings, the ENL teacher discusses progress for language development, assessment results and goals of the ESL program. If a parent needs translation services there are many teachers at P.S. 175 that speak different languages that sit in on the meetings, if no one is available the Language and Interpretation unit is called and a translator is provided. At P.S. 175 we have staff members who speak Russian, Hebrew, Arabic, Mandarin, Cantonese and Italian. If staff members are not available to help with translation the Language and Interpretation Unit is called.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records are kept for annual individual meetings with ELL parents in the student files in the form of the "Parent Communication" template created by the administration at P.S. 175.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
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 enrolls children in grades Pre-K- 5.  
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.

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

Paste response to question here:

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

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

Paste response to question here:

#### **D. Additional Information**

Include any additional information that would be relevant to your LAP and would further explain and highlight 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.

**School Name: The Lynn Gross Discovery School**

**School DBN: 28Q175**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Cooper	Principal		10/21/15
Milagros Dueno	Assistant Principal		10/21/15
Fran Sternberg	Parent Coordinator		10/21/15
Stephanie Kalinowski	ENL/Bilingual Teacher		10/21/15
	Parent		1/1/01
Michele Pongratz	Teacher/Subject Area		10/21/15
Christine Viola Golbig	Teacher/Subject Area		10/21/15
	Coach		1/1/01
	Coach		1/1/01
Eva Braun	School Counselor		10/21/15
Mabel Sarduy	Superintendent		10/21/15
Dr. Martine Santos	Borough Field Support Center Staff Member _____		10/21/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 28**      **School Name: PS 175**  
**Superintendent: Mabel Munez-Sar**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 ENL teacher helps fill in the HLIS and conducts an interview with the child. 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Most parents prefer to English for written and oral communication. Some of the languages the parents speak at PS 175 are Russian, Uzbeki, Chinese, Spanish and Arabic.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

When we backpack official New York City Department of Education flyers, letters and notices we use the translated versions (Russian, Spanish, Chinese and Arabic as needed. School wide notices are translated as needed by staff members (teachers, paraprofessionals and school aides).

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Orientation for ELL's-September  
Parent/Teacher Conferences-September, November, March and May  
Tuesdays for Parent engagement  
Graduations  
4<sup>th</sup> Grade Thanksgiving Festivities  
5<sup>th</sup> Grade moving up exercises  
Kindergarten moving up exercises

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The written translation services come from the Department of Education website and staff members who are fluent in other languages. The ENL 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 175 uses a variety of translations services. On staff we have many members who speak different languages who are used to translate information for families, such as Russian, Arabic, Hebrew, Spanish, Italian, and Chinese. We also use the Translation and Interpretation Unit when we have families who speak languages other than what our staff members speak.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

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. We have brochures placed at the security desk, the counter in the main office, and the ESL classroom. Staff members who greet parents also have the number for the Language and Interpretation unit.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

When parents come into the school building there is a welcome poster, then they are greeted by the security guard who will see if they need translation services. If the parent does not need translation they are escorted into the main office where a staff member who speaks their language is called and comes to translate. If a staff member is not available or the parent speaks a language that is unfamiliar to the staff, the Language Interpretation unit is called and a translator is used over the phone.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will use the standard New York City Department of Education official parent survey. The parent coordinator with the ESL teacher speak with parents on Tuesday afternoons. Parents are invited to visit the school and a staff translator is always available.