2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q175
School Name: P.S. 175 THE LYNN GROSS DISCOVERY SCHOOL
Principal: MILAGROS DUENO
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
# School Information

**School Name:** Lynn Gross Discovery  
**School Number (DBN):** 28Q175  
**BEDS Code:** 0034010175  
**Grades Served:** Pre K - 5  
**School Address:** 64 35 102 Street Rego Park New York 11374  
**Phone Number:** 718-897-8600  
**Fax:** 718 897 8644  
**School Contact Person:** Milagros Dueno  
**Email Address:** mdueno@schools.nyc.gov  
**Principal:** Milagros Dueno, IA  
**UFT Chapter Leader:** Stephanie Kalinowski  
**Parents’ Association President:** Claudia Douyon  
**SLT Chairperson:** Milagros Dueno  
**Title I Parent Representative (or Parent Advisory Council Chairperson):** None  
**Student Representative(s):** None  
**CBO Representative:** None

## District Information

**Geographical 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 5572623

## Field Support Center (FSC)

**FSC:** Queens South  
**Executive Director:** Marlene Wilks
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milagros Dueno</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Stephanie Kalinowski</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Claudia Douyon</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Christine Cheffen</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Steven Davis</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jennifer Green</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Joanne Lyons</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Nan Shapiro</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Christine Viola</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Stephanie Kalinowski</td>
<td>Teacher - UFTChapter Leader</td>
<td></td>
</tr>
<tr>
<td>Claudia Douyon</td>
<td>PA/ Co-President /Parent</td>
<td></td>
</tr>
<tr>
<td>Geetu Aggarwal</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Hillary Kahn</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Christy Burks</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Daniella Lednicker</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Lana Eliyahu</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning — to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>We see our school as a community where all members, students, staff and parents respectfully support each other, address, accept and meet the needs of individuals and create an atmosphere where learning, creativity and participation take place. Members of our community are life-long learners, flexible and adaptable to change, responsible and accountable and are active participants in our school and society. We have long term goals, high self-esteem, respect for one another. The members develop and practice decision-making skills, critical thinking skills and communicate effectively.</td>
</tr>
</tbody>
</table>

2018-19 CEP
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 and family members are equal partners with the school in supporting all of our children as life-long learners.

Our primary goal is to improve classroom instruction and student achievement.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 175Q. is located in a densely populated section of Rego Park, Queens and serves 814 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 multi-ethnic in character with a predominantly large Russian/White population 64.39%, Hispanic 12.25%, Black 1.52%, Asian 20.2% and other 0%.

The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 50 teachers. P. S. 175Q is an approximately 67-year old brick building with 4 floors including the basement where the auditorium and cafeteria are located.

Instructional Focus is Multiple Entry Points, to provide access for all students of all ability levels because we believe all students should have access to the rigorous core curriculum and whereby all students are engaged. In order to bring access to all learners rather than relying only on printed materials and whole class lecture notes, teachers incorporate differentiation small group instruction, individualized instruction, inquiry learning, Universal Design for Learning, and 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 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 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 2017-2018 indicate that in both areas of ELA and Mathematics there has been some progress in both levels three and four.
Partnerships

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

Cool Culture is an early childhood program for grades Pre Kindergarten to kindergarten to promoting family engagement and the visitation of 90 cultural locations that include museums, parks, and zoos.

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 design original oil paint canvas and musical theater presentation of the book "One" by Kathryn Otoshi.

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.

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.

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

Education through Music is non-profit organization which provides a full time certified music teacher who facilitates learning for all grade one to grade five students aligned with the NYS Common Core Standards. A part time certified music teacher facilitates instrumental music with grade five students.

NY POPS a part time music residency program for grade kindergarten and first grade. Students musical repertoire include simple and complex songs and movement. Students and their family members participate in the Carnegie Hall "Kids in the Balcony Program" and Forest Hills Stadium "Kids in the Stadium Program."

RESO A is sponsored by the NYC District Council Member to improve schools. We receive funding for an Auditorium Upgrade. The Auditorium Upgrade is scheduled to begin Summer 2019.

Rego Park Green Alliance is a non profit organization who STEM projects. 3D Printing Challenge is a student based teacher facilitated Creative Competition for 3 D Printing

Ev3 Robotics design and programming satisfies the need to enhance STEM experiences in the elementary schools. This initiative speaks to college and career readiness.
Thinking Caps After School Program is an example of a community based partnership.

This after school program is a fee based parent paid program. The established hours are from 2:20 PM until 6:00 PM.

Marquis Studios is a non profit organization that offers various interactive higher order thinking programs. African Market Place introduces history and entrepreneur concepts. Students created hand made products that were sold. All proceeds were donated to Ronald McDonald's House.

Mark DeGarmo Dance Studios is the organization in partnership with teachers English Language Learners and Students with Disabilities. The program is an arts residency 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
Hunter College – participating students are assigned to classrooms
Touro College – participating students are assigned to classrooms
Pace University - participating students are assigned to classrooms

Challenges

Various challenges are present in our school. Currently our school is faced fiscal challenges. Our school is a non Title I school. Family incomes have increased. Primary caregivers work long hours. English as a new language is a challenge for many students and for their family members. 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.

Rigorous Instruction

GO Math Program of balanced numeracy is taught in all grades kindergarten to grade 5.

The GO Math Program, is a hands-on manipulative approach to math investigations. The GO Math Program is 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, is a balanced literacy approach. The Ready Gen Program is aligned to New York State Common Core.

Open Court Phonics Program facilitates learning for young readers in grades K-3. The five areas of reading include: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Teachers College Writing Project - Our school is one of the one hundred schools selected by Central Board to participate in the project without cost to the school.

Science Program Next Generation Science Standards, Dimension Science – 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

- Marquis Studios
- Morgan Library
- Mark De Garmo Dance Studio


Multiple Entry Points - All students have access to the core curriculum- All students are engaged
Technology Curriculum Arts-STEAM

Safari Montage Ready Gen Education through Music

Myon Reader Go Math CASA Musical Theatre

Dream box Thinking Maps Ballet Tech

Hall of Science Museum Morgan Library Marquis Studios

I-Ready Academic Vocabulary Dancing Classrooms

DRA-2 Field Trips De Garmo Dance Studios 3-D Printing NY Pops Jazz at Lincoln Center Safari Montage

EV3Robotics

Student Assessment: i-Ready

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, Performance Tasks, 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.

Performance Task Assessments in English Language Arts

Performance Task Assessments in Mathematics

Special Staff

Two full time ESL teachers provide 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.

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 Thinking Caps After School Program. This program offers many of our working parents a wonderful alternative to child-care. We continue to offer various workshops during the P. A. evening meetings in order to increase participation. This approach is very successful. The Parents Association produces a PA of 175Q webpage and gathers all parent email addresses in order to keep the parents and student family members informed.

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.

3. Describe any special student populations and what their specific needs are.
There are 107 students with an IEP Individual Educational Plan. The student categories are as follows:

Receive related services only 35 32.71%
Spend less that 20% of the week receiving Special Education classroom services 24 22.43%
Spend between 21 and 59% of the week receiving Special Education classroom services 1 0.93%
Spend greater than 60% of their week in (ICT) Integrated Co-Teaching classes 48 29.91%
Receive Self-Contained services greater than 60% of the week 21 14.02%

There are 79 students eligible for English as a New Language services 79 9.97%

Certified special education and related service provider teachers facilitate learning for students with an IEP.
The objective is to move students to the Least Restricted Environment.

Certified English as a Second Language teachers facilitate learning for students who qualify to take the NYSESLAT. The objective is to have students achieve the level of commanding on the NYSESLAT.

4. Identify 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.

School Quality Guide reveals the following scores:

<table>
<thead>
<tr>
<th>Element</th>
<th>2016-2017</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>3.74</td>
<td>3.48</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>4.99</td>
<td>3.24</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
<td>4.11</td>
<td>3.72</td>
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<tr>
<td>Effective School Leadership</td>
<td>4.55</td>
<td>3.52</td>
</tr>
<tr>
<td>Strong Family-Community Ties</td>
<td>4.04</td>
<td>3.68</td>
</tr>
<tr>
<td>Trust</td>
<td>4.42</td>
<td>4.16</td>
</tr>
</tbody>
</table>
The Rigorous Instruction score of 3.74 indicates there is need of improvement and the need to implement new actions.

We plan to continue several instructional programs that facilitate learning for all students. Programs include Teachers College Writing Project and Open Court Phonics. We will begin the city wide grade five initiative Algebra for All.

The Strong Family-Community Ties score of 4.04 indicates there is need of improvement and the implementation of new actions.

We plan to increase participation of English as a New Language family members with the offer of evening adult English language classes. This unique opportunity will be facilitated by parent association volunteers in collaboration with our certified English as a Second Language teachers.

We will continue the partnership with the Council on Economic Education. Two evenings will be devoted to Family Math Financial Literacy.
School Demographics and Accountability Snapshot for 28Q175

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>808</td>
<td>No</td>
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</table>

**English Language Learner Programs (2018-19)**

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
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**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>30</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>29</td>
<td>28</td>
</tr>
</tbody>
</table>

**Types and Number of Special Classes (2018-19)**

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>32</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Total Enrollment**

<table>
<thead>
<tr>
<th>% White</th>
<th>% Hispanic or Latino</th>
<th>% American Indian or Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.9%</td>
<td>12.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Racial/Ethnic Origin (2017-18)**

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.0%</td>
<td>51.1%</td>
<td>9.7%</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

**Years Principal Assigned to School (2018-19)**

<table>
<thead>
<tr>
<th>% Teaching with Fewer Than 3 Years of Experience</th>
<th>% Teaching Out of Certification</th>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>0%</td>
<td>8.8</td>
</tr>
</tbody>
</table>

**Student Performance for Elementary and Middle Schools (2017-18)**

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.2%</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**

<table>
<thead>
<tr>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
</tr>
</tbody>
</table>

**Student Performance for High Schools (2016-17)**

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USB History Performance at Levels 3 &amp; 4</th>
<th>6 Year Graduation Rate (2011 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Regents Diploma w/ Advanced Designation**

<table>
<thead>
<tr>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**Overall NYSED Accountability Status (2018-19)**

<table>
<thead>
<tr>
<th>Reward Recognition</th>
<th>Local Assistance Plan</th>
<th>Focus School Identified by a Focus District</th>
<th>Focus Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>Yes</td>
<td>YES</td>
<td>N/A</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>N/A</td>
<td>YES (ALL STUDENTS)</td>
</tr>
</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>YES (ALL STUDENTS)</td>
</tr>
</tbody>
</table>

2018-19 CEP 18
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

2017 and 2018 New York State student results in English Language Arts, Mathematics and Science are not available. However our students who met the standards is far greater than the few students who did not meet the standards.

Grade 3, 4 and 5 student levels of achievement in all academic areas have need for improvement. All students are yet to achieve levels 3 & 4.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teachers will incorporate strategies for understanding Tier II and Tier III text based vocabulary into their design for Rigorous Instruction so that all students can become independent in their ability to navigate complex texts. This will be measured by an increase of ten percent of students moving up at least three reading levels using i-Ready Assessment as compared with 2017 to 2018 results.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in K-5 with particular focus on students in grades 3, 4 and 5.</td>
<td>2018-2019 school year</td>
<td>One teacher from each grade. Borough ELA Developer, Ready Gen Lead Facilitators and Thinking Map Trainers</td>
</tr>
<tr>
<td>Students with disabilities, English language learners, and other high-need student subgroups</td>
<td>2018-2019 school year</td>
<td>One teacher from each grade. Borough ELA Developer, Ready Gen Lead Facilitators, Thinking Map Trainers, AIS and RTI professionals</td>
</tr>
</tbody>
</table>

### 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.

### Teachers will analyze student data to determine how all 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.

### 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 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.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our school Family Engagement Calendar begins with fall Family Curriculum Welcome Back and conclude with the late spring transition How to Prepare for Kindergarten and How to Prepare for Middle School.

Tuesday afternoons grade specific family engagement/family empowerment interactive cycle workshops investigate the following topics: Phonics and Word Study, Close Reading, Comprehension, Vocabulary, Fluency, Lexile Levels, Reading Response Notebooks, English Language Arts Shifts, Ready Gen, Teachers College Writing Units of Study, Mathematics Shifts, Go Math, Word Problems, and Science Fair Projects.

Analysis of the family sign in attendance sheet data will indicate if the community needs evening workshops.

Key personnel who are responsible for facilitating the workshops include: school administrators, teachers, parent coordinator, service related providers, school based support team members and field support center team members.

### 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.
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 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.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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, 2019, there will be an increase of 5% in the number of students attaining at least 3 of i-Ready levels of achievement.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

<table>
<thead>
<tr>
<th></th>
<th>i-Ready Assessment</th>
</tr>
</thead>
</table>

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

2016-2017 School Quality Guide indicates under "Framework for Great Schools the following summary of section ratings:

- Rigorous Instruction Meeting Target 3.74/4.99
- Collaborative Teachers Exceeding Target 4.11/4.99
- Supportive Environment Exceeding Target 4.99/4.99
- Effective School Leadership Exceeding Target 4.55/4.99
- Strong Family-Community Ties Exceeding Target 4.04/4.99
- Trust Exceeding Target 4.42/4.99

The school goal is to increase to the maximum number of 4.99 in each section.

2017-2018 Our New York State indicator is that we are a school in Good Standing

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of our students will continue to be engaged in a character education programs that will help develop tolerant individuals with strong moral character, as measured by a decrease of 10% of infractions in the OORS report.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All teaching staff, school aides and entire student body | 2018-2019 school year | Anti-bullying Coordinator, Guidance Counselor, Social Worker and Administration |
| Training and use of “PBIS,” Positive Intervention Behavior Systems anti-bullying program through professional learning. No Place For Hate 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. | All students SWD, ELL and Advanced | 2018-2019 school year | Anti-bullying Coordinator, Guidance Counselor, Social Worker and Administration |
| 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. Books can include but not be limited to Chrysanthemum by Kevin Henkes, Bully by Patricia Polacco and Character Kids Save the Day by Kristin Ciofalo. | All students | 2018-2019 school year | Anti-bullying Coordinator, Guidance Counselor, Social Worker and Administration |
| Parent education through workshops, newsletters, monthly student awards and special assemblies. | All parents Grade 3 students | 2018-2019 school year | Parent Coordinator, Anti bullying Coordinator, Guidance Counselor, Social Worker and Administration |
| Arts Family Engagement Grade Three Residency with Marquis Studios (ARTS GRANT) |  |  | |
| Arts SWD Students with Disabilities and ELL English Language Learners all grades Residency with Mark DeGarmo Dance Company (ARTS GRANT) | All grade ELL classes and Bridge Classes |  | |
Teachers will use various methods and programs (including Class DOJ, Remind) to teach students how to become good classroom citizens. Staff will share best practices during Monday professional learning sessions.

| All teaching staff and students SWD, ELL and general education students | 2018-2019 school year | School Administration, Teachers Sharing Best Practices Psychologist, Guidance Counselor, Social Worker, Sanford Harmony and Leader in Me guest Speakers |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers in the following ways: collaboratively teachers and students design classroom rules and established routines, all students have access to the curriculum with differentiation of instruction, small group instruction, individual instruction, multi-media materials and resources, technology, field trips, guest speakers, ongoing assessments, rubrics, self-evaluations, peer-evaluations, surveys,

Family members are invited to observe classrooms, participate in classroom activities, and accompany students on field trips.

In consultation with the School Leadership Team we will designate a day of the school week as perhaps Volunteer Friday.

### 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 various grade appropriate anti bullying children’s books, class DOJ, Positive Behavior Intervention System. Scheduling of empowerment workshops for parents, morning, afternoon and evening.

- Scheduling student assembly recognition programs (Student of the Month - Attendance, Citizenship, Achievement, Scholarship, Physical Education, Technology, Science, Art)

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### 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, 2019, there will be a 5% decrease of OORS report.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

OORS Report

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 Common Core Learning Standards, 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 post secondary 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.

The 2017-2018 NYC School Survey Report is not available.

The School Quality Guide reports that in 2016-2017 each category improved from the 2015-2016 indicators.

2017-2018 PS 175Q is a school in Good Standings with the New York State Education Department.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, all teachers in teacher teams will adjust and revise grades K-5 Mathematics unit plans with a focus on developing effective strategies on the standard deficiencies. This will result to an increase one performance teacher rating as measured by the components 3b of the Danielson Framework for Teaching rubric.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>2018-2019 school year</td>
<td>Teacher leaders</td>
</tr>
<tr>
<td>Teachers and all students SWD, ELL and general education students</td>
<td>2018-2019 school year</td>
<td>Teacher leaders and Field Support Center Leaders</td>
</tr>
<tr>
<td>All Family Members</td>
<td>2018-2019 school year</td>
<td>Parent Coordinator, Teacher leaders and Field Support Center Leaders</td>
</tr>
<tr>
<td>Entire school community</td>
<td>2018-2019 school year</td>
<td>Administration and Lead instructional developers</td>
</tr>
</tbody>
</table>

During Monday afternoon professional learning sessions, we will practice protocols for looking at student work.

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, Field Support Center staff development /Teacher Days, teacher initiated PL attendance and online with Engage New York.

Parents will be invited to Field Support Center Parent Engagement Workshops, Tuesday school based parent engagement, and parent coordinator workshops.

School administrators, instructional lead teachers and field Support Center 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.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

<table>
<thead>
<tr>
<th>Our teachers are committed to the success and improvement of their classrooms and our school. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-parent-family member collaborations are evident in the child and adult learning opportunities. Teachers meet with parents and family members on &quot;Engagement Tuesday Afternoons.&quot; Teachers supply parents with parent friendly how to guides. Family members and students will participate in culminating events(Science Fair Night, Math Night, Art Fair Night, International Food Festival,</td>
</tr>
</tbody>
</table>

2018-19 CEP
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.

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).

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 February 2019, 50% of teachers will attain an increase of one performance rating in the components 3b of the Danielson Framework of Teaching rubric.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Danielson Framework of Teaching Rubric

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### 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

<table>
<thead>
<tr>
<th>Q1</th>
<th>What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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 publicly recognized for their accomplishments.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of teachers will participate in cycles of professional learning resulting in the improvement of their pedagogical practices around the differentiation of instruction and critical thinking as measured by 80% of teachers increasing one performance level rating in component 3C-Engaging Students in Learning, on the Danielson Framework for Teaching rubric.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>2018-2019 school year</td>
<td>Administration and Lead instructional developers and teacher trainers</td>
</tr>
<tr>
<td>Our ELL instructor, AIS and RTI team will continue to attend professional learning provided by Borough Center, and DOE Central.</td>
<td>Teachers</td>
<td>2018-2019 school year</td>
</tr>
<tr>
<td>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.</td>
<td>Families of all students SWD, ELL and Advanced</td>
<td>2018-2019 school year</td>
</tr>
<tr>
<td>Frequent parent workshops that communicate the goals of the school will sustain the culture of trust we have established.</td>
<td>Entire School Community</td>
<td>2018-2019 school year</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our principal leads by example and nurtures the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. The principal attends monthly meetings of the School Leadership Team, Parents Association and District Committee Education Council.
Our principal meets with the school's Parent Association Executive Board. Our principal practices an open door policy and welcomes all parents and family members to the school. Language translation is available to meet the communication needs of parents and family members.

Parent and family members participate in early morning activities - NY Road Runners/Might Milers, Zumba, and Physical Fitness Boot Camp. Parents meet with the school administrators, school guidance counselor and school social worker before going to their place of work. A mutual appointment is confirmed so that parents need not loose a day at their job.

Our principal attends professional development sessions at Columbia University. The Teachers College Writing Project is the school's writing program of choice. Principal attends the superintendent's meetings and shares parent information with the parent coordinator and parents at meetings.

Our principal attends mandatory Cook Shop Elementary and Cook Shop Family yearly orientation sessions.

Parents and student family members are encouraged to take leadership positions. The Daisy in School Girl Scout Troop is a parent initiative. The Daisy Scouts will move on to become Brownie Scouts. The Read a Thon fundraiser event is a parent initiative. The 1st Day School Supply is a parent initiative.

Key personnel in these initiatives include the principal, assistant principal, school based support team and parent coordinator.

**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.

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.

ENL teacher and IEP Teacher to be involved in teacher team planning.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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, 2019, 40% of teacher attaining an increase of one performance rating in component 3c of the Danielson Framework for Teaching rubric.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson Framework for Teaching Rubric

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. Our school has several partnerships with various organizations: Thinking Caps, City Council District 29 Office, Girl Scouts of America, Donors Choose, NY Pops, New York Cares, Council on Economic Education, Associated Foods, NY Parks Department and Rego Park Green Alliance. Our priority needs are Music, Art, Science, Technology and Physical Education. This year we expect to establish a new partnership with Asphalt Green.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 89% of our parents will participate in the survey and response online or by mail as measured by the New York Learning Environment Survey.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Families</td>
<td>2018-2019 school year</td>
<td>School Leaders, Technology Teacher, Teaching Staff, Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing support for Wellness Council, to integrate wellness throughout the school from the cafeteria to the gym to the classroom. The school will plan an annual Wellness Fair.</td>
<td>2018-2019 school year</td>
<td>School Leaders, Wellness Committee members, including teachers, cafeteria staff and school nurse</td>
</tr>
<tr>
<td>Support of the arts through Parents Association funds, including project arts and assembly programs.</td>
<td>2018-2019 school year</td>
<td>School Leaders, Parent Coordinator, CBO Teaching Artists</td>
</tr>
<tr>
<td>Parent coordinator outreach. Meet with class parents about increasing response on the in-house Parent Survey, as well as having them attend more school events.</td>
<td>2018-2019 school year</td>
<td>School Leaders, Parent Coordinator</td>
</tr>
</tbody>
</table>

**Monthly opportunities for parents to come to school or engage with teachers, administrators and the parent coordinator, including:**

- Breakfast & 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.

- Ongoing support for Wellness Council, to integrate wellness throughout the school from the cafeteria to the gym to the classroom. The school will plan an annual Wellness Fair.

- Support of the arts through Parents Association funds, including project arts and assembly programs.

- Parent coordinator outreach. Meet with class parents about increasing response on the in-house Parent Survey, as well as having them attend more school events.
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Thinking Caps, NY Road Runners, Girls Scouts of America, NY Pops, CASA, Dancing Classrooms, City Universities, St. John's University, NY Parks Department, Rego Park Green Alliance, Donors Choose, Marquis Studios, Mark DeGarmo Dance Company and The Alliance for a Healthier Generation - 2016 28Q175 was awarded the Bronze Medal

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 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.

Attempt to reduce paper “backpack” notes and letters with an email system - "Go Green."

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>21st Century Grant</strong></td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

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, 2019, there will at least 70% of parent response to the in-house survey.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

NYC School Survey

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>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.</td>
<td>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</td>
<td>Instruction is abbreviated whole group, small group and one-to-one, depending on student needs and program.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Mathematics

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 MoS assessments across grades, as well as classroom performance on math 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 problem solving strategies, skill building strategies, 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

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.
| **Science**       | 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. |
| **Social Studies** | To determine student needs for social | Our AIS program uses a variety of | 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. |
Studies-related AIS, we analyze classroom performance on social studies-related tasks.

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 assure student understanding at higher levels and one-to-one, depending on student needs and program.

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

| 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. | 2018-19 CEP 41 |
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

#### Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>Last year the amount was around 10% of our student population.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

Funds were used for student sessions with guidance counselor and social worker. Funds were used for student supplies.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

N/A

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Place an (X) in Column B below to indicate where in section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Involvement Policy (PIP)</strong></td>
</tr>
<tr>
<td><strong>Lynn Gross Discovery, P. S. 175 Queens,</strong> in compliance with the (ESSA) 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 as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lynn Gross Discovery, P. S. 175 Queens,</strong> will support parents and families of all students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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.

**Parental Involvement and School Quality**

In developing Parent Involvement Policy, 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 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 program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Parent Involvement Policy and 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). 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., Accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● 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 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;

**Encouraging School-Level Parental Involvement**

The school will further encourage school-level parental involvement by:
● holding an annual 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);

● 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)

Lynn Gross Discovery, P. S. 175 Queens, in compliance with the (ESSA), 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, 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: High Quality Curriculum

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 ();
### I. School Responsibilities: Supporting Home-School Relationships

*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;

- 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;

- 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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

*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;

### I. School Responsibilities: Providing General Support to Parents

*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;

• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the regulations.

## II. Parent/Guardian Responsibilities

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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School: The Lynn Gross Discovery</th>
<th>DBN: 28Q175</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☐ conceptually consolidated (skip part E below)</td>
<td>☒ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
<td></td>
</tr>
<tr>
<td>☒ After school</td>
<td></td>
</tr>
<tr>
<td>☐ Saturday academy</td>
<td></td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | 25 |
| Grades to be served by this program (check all that apply): | 25 |
| ☐ K | ☐ 1 |
| ☐ 2 | ☐ 3 |
| ☐ 4 | ☐ 5 |
| ☐ 6 | ☐ 7 |
| ☐ 8 | ☐ 9 |
| ☐ 10 | ☐ 11 |
| ☐ 12 |       |
Part B: Direct Instruction Supplemental Program Information

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

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

Begin description here:

Program Outline

Rationale: One supervisor, two ENL teachers 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 QSFSC ELL Specialist and a resource for materials/instructional strategies.

Student Groups: ELL participants as stated who attend grades 3, 4 and 5 include entering, emerging, transitioning, expanding and commanding 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 two certified ELL teachers, and one teaching artist.


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 2018 NYSESLAT Scores and/or ELA Scores. Students who do not have Spring 2018 scores will qualify based on screening during new admits registration and NYSITELL Scores.

The students will receive instruction from two highly qualified ENL teachers. The third 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.
Part B: Direct Instruction Supplemental Program Information

ELL Periodic Assessment inform teachers. As the ENL teachers "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 (ENL State Examinations, I-Ready Assessments, MOSL, DRA-2, Ready Gen and Go Math). The ENL teachers articulate with the classroom teacher to compile student data. The ultimate goal is that English Language Learners achieve a level of "Commanding" on the spring 2019 NYSESLAT New York State English as a Second Language Achievement Test.

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

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

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

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

The MARQUIS STUDIO ARTS EDUCATION PROGRAM two projects are described below (Shadow Puppetry and Puppetry)

SHADOW PUPPETRY
In the ancient art of shadow puppetry, cut out 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
**Part B: Direct Instruction Supplemental Program Information**

made, and a script has been written, the class begins the puppet show production – staging, scenery design, music and sound effects. In the rehearsal process, the student is encouraged to build vocal projection and theater skills, as well as build vocabulary. Self-confidence and free expression is enhanced through this process.

* Performances will be given for parents as well as peers in the classroom.
* This program makes a connection to the curriculum in Literacy.

---

**Part C: Professional Development**

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

Professional Development Outline

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

Teachers to receive training: Chancellor Richard A. Carranza 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. The professional development will positively effect the ELL children because the general education teachers will use the strategies they will be taught in their classroom therefore giving the ELL's more support within their general education classroom.

Schedule and Duration: The professional learning sessions will take place on a Monday and last per the UFT contract regulations. At P.S. 175 we use cycles of PD which last 6 weeks, within each 6 week cycle there will be 2 PD's dedicated to supporting our ELL children. The PD's will last from 2:20 pm to 3:40 pm on Mondays during 2 of the Mondays in the 6 week cycles. There will be 14 ELL PD's in total throughout the school year.

Record Keeping: P.S. 175 has a Professional Development Committee made up of teachers, support staff, paraprofessionals and the Assistant principal; this committee discusses which PD's are necessary and would be beneficial to our teachers and students. On this committee we review agendas and keep attendance records to verify the staff is getting the support they need. Agendas and attendance records will be kept in a binder with the professional development committee. The records are kept in the Assistant principals office. We also have discussions at the end of each cycle of feedback we have gotten about the PD's. If necessary we have staff fill out evaluation forms and mid year questionnaires to decide next steps.

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 teachers Stephanie Kalinowski and Bilin Nizich. In addition Ms. Kalinowski and Ms. Nizich will have the opportunity to attend QSFSC ELL
### Part C: Professional Development

Meetings and NYCDOE Central Office of English Language Learner professional development sessions at various locations. Again, professional development will last on Mondays from 2:20 pm to 3:40 pm.

**Professional Development Narrative**

Professional Development will be provided on how to use Arts Education in the classroom and ENL 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, QSFSC instructional specialists and leading guest speakers. The ENL teachers, common branch teachers, special education teachers and the assistant principal attend the professional development sessions. Topics include:

1. Response to Intervention for ELLs
2. Mathematics for ELLs
3. Academic Language for ELLs
4. Technology for ELLs

Teachers return to P.S. 175 Queens. They facilitate/present during staff professional learning sessions, distribute handouts, 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

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 one Tuesday afternoon per month (10 per year), and in conjunction with the monthly Parent’s Association Meeting which take place the second Tuesday of every month. The session would last for sixty minutes. P.S. 175 also hosts many family nights such as Math Literacy night (February), Science Fair night (March), Read Aloud Week (March), Physical Fitness Night (May), and the International Festival (April), all families are invited to attend these events. Families are notified in their home language through backpack flyers, and school messenger.

**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. Nizich, Principal Ms. Dueno, School Social Worker Ms. Guzman, guidance counselor Ms. McCoy and IEP teacher Ms. Kandov.

How parents would be notified of these activities: School Messenger in various languages, translated backpack flyers, translated school letters, and parent buddy system. We also use the Language and Interpretation Service both on the phone and in person. In our main entrance we have a poster stating translation services are available. Also, when parents come to register their
Part D: Parental Engagement Activities

Children, our office staff knows how to get in touch with staff members who speak different languages as well as over the phone language and interpretation unit.

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, QSFSC support staff, D28 Superintendent 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 |

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$4,174.00</td>
<td>Principal on site $52.84x2=$105.68 $105.68X20=$2113.60 Teacher on Site $51.51=$103.02 $103.02X20=$2060.40</td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>$6,750.00</td>
<td>Marquis Studios 16 Sessions Teaching Artist and Art Supplies</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$276.00</td>
<td>Copy Machine Paper Ink Cartridges</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
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<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $11,200

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>Other</td>
<td>_____</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11,200</strong></td>
<td>______</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>The Lynn Gross Discovery School</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Milagros Dueno</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td>Kimberly Black</td>
</tr>
<tr>
<td>Coach type here</td>
<td></td>
</tr>
<tr>
<td>ENL/English as a New Language/Bilingual Teacher</td>
<td>Stephanie Kalinowski</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Danielle McCoy</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Michele Pongratz-teachers</td>
</tr>
<tr>
<td>Parent</td>
<td>Christy Burks</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Anne Petrenas</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Fran Sternberg</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Debra Lau</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Dr. Martine Santos, Director</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mabel Munez-Sarduy</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Bilin Nizich-ENL</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 790 | Total number of ELLs | 80 | ELLs as share of total student population (%) | 10.13%

---

**Part II: ELL Demographics**

**A. ELL Programs**

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and non-ELLs)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school offers (check all that apply):</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>0</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td></td>
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<tr>
<td>DL</td>
<td>0</td>
<td></td>
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<tr>
<td>DL</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   
   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 ENL teachers so that the classroom teacher and ENL 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. The data provides both ENL and classroom teachers insight on how to group students within the classroom, what skills the children are lacking and allows the teacher to target specific skills.

2. What structures do you have in place to support this effort?
To support our efforts to ensure every ELL child grows academically during the school year, we administer all the above named assessments three times a year, in the beginning, middle, and then at the end. This gives the classrooms teachers and the ENL teachers a clear picture of the progress the children are making. These assessments help the teachers to instruct and appropriately challenge each student. The data specialists guide the teacher through the data and help them analyze the date carefully.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   At P.S. 175, we evaluate the success of our ENL 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 ensure adequate progress is being made. If progress is not being made, we may look to additional ENL service and getting suggestions from the RTI team.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once the summative data has been gathered, interventions are put in place where needed. P.S. 175 uses our RTI team to provide intervention. We train the teachers on how to do RTI in the classroom, we show them how to modify and differentiate work to meet the needs of all the children. RTI includes different subject areas where the children may need intervention. RTI also includes the use of thinking maps, visuals, technology, and audio. RTI gives children an intensive approach to what skill they may be lacking in. For example, if a child struggles with writing for information purposes, the RTI team will create a small group of children who need help with that skill and focus solely on that skill and continuously assess the children’s progress to ensure they can write an informational piece of writing.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5)? [Ref: 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 from classroom teachers, but 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 student’s cultural and linguistic background are not hindering progress. Our teachers use multiple entry points to deliver instruction which helps all children understand rigorous material. Our RTI team makes recommendations on a case by case basis and treats every case individually to ensure that every student makes progress. The team works together to do this and meets on a regular basis to discuss students and progress. Our RTI team also meets with the teachers to discuss grade level concerns and possible solutions to concerns.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Ref: ELL Data Analysis Tool and RLAT from ATS].)
   Data patterns that are revealed from the NYSITELL and NYSESLAT testing are that 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 ENL 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 ENL services that are provided are both stand alone and integrated. The principal, assistant principal, ENL teacher, and data specialist carefully analyze the NYSESLAT data to drive instruction for ELL children.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
We have flexible programming in place which allows children to move to different groups depending on their skill level and strengths and weaknesses. At P.S. 175 we have all the ELL children on each grade in one class to provide the teacher with support on how to help the ELL children. The ENL teacher in conjunction with the classroom teacher plan lessons together to insure all the ELL children are getting the support they need. We make adjustments to our programs when needed based on data. We group children within the classroom also based on the data. We group children in a variety of ways including heterogeneously and homogeneously. We also use iReady Assessments to target skills the children need. Currently we do not have the need for a Dual Language or Transitional Bilingual Program. We do have the support of the RTI team on a case by case basis.

Part IV: ELL Programming

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 ENL 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 receive their service during their ELA block, typically the ENL teacher using the stand alone model twice a week and the integrated model twice a week. During the stand alone periods within the primary classroom new concepts and ideas are never taught. 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 ENL 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 identity any skills the ELL children may need to develop. The ENL teacher also works with the Ready Gen scope and sequence. Students are also instructed in an integrated model, where the ENL teacher goes into the classroom to deliver ENL services. The ENL teacher plans lessons with the classroom teacher and differentiates instruction based on student needs. The ENL children regardless of their language proficiency level are grouped together in the same primary classroom, the rest of the class is made up of general education students. The ENL teacher pushes into the primary classroom to support all the ELL’s on that particular grade.
   
   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)?
      P.S. 175 has 2 ENL teachers that provide ENL service to the ELL children. The ENL teachers schedule is devoted to servicing the ELL children. Entering and Emerging ELL students receive 180 minutes of stand alone ENL service and 180 minutes of integrated ELA/ENL instruction. Transitioning and Expanding ELL children receive 180 minutes of instruction through the integrated model. Commanding ELL students receive 90 minutes of integrated instruction. All the ENL children on each grade are placed in the same primary classroom to better serve their needs and mandates as ELL children. The children receive their
mandated minutes during ELA instruction in the classroom which allows the ENL teacher to continue and extend with the lesson they are working on in the classroom.

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, bilingual, thesaurus, Department of Education content glossaries, mathematics, social studies, science and beginning, intermediate, and advanced academic language development are facilitated by the 2 certified ENL teachers.

The ENL 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 ENL teachers. 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 ENL teacher. Presently the Social Studies curriculum is based around trade books.


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 speaking. Also in Grades 3-8 when taking the NYS exam the children may be given the NYS exams in their native language if available. Where available the ENL teachers have materials available in the students primary language.

Classroom teachers who speak the students home language may do informal evaluations to help the ENL teachers get a better picture of the whole child.

5. 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

We would have conferences and meetings scheduled with school personnel, (guidance counselor, attendance teacher, classroom teacher, English as a New 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 ENL 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 ENL 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, and separate location. 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, Imagine Learning. 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 ENL 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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. Some of the instructional materials used are Time for Kids non-fiction books which are read, then listened to and questions are answered based on the text. The ELL children also listen to books on tape.
7. How 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. In some cases where appropriate, children in special education classes are flexibly programmed into a general education classroom for their ENL service. Our school uses multiple entry points to achieve IEP goals and attain English proficiency. We use visuals, audio, tactile, anchor charts, and technology to support the curriculum. We modify unit plans when needed to adjust to the needs of our children. We also use enrichment where appropriate.

8. 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
- Academic Intervention and Enrichment classes-After school
- After School ENL Program
- District Summer ENL Program

Our school uses ReadyGen and GoMath for our curriculum. We enhance each of these programs by using thinking maps, visuals, trade books and manipulatives, The teachers carefully dissect each program as a grade and determine the best way to use it. The teachers take notes on successes with the program. Intervention programs are based on the units that are being taught in the classroom and the children are exposed to the material again in a different way, using multiple entry points to get them to understand the information.

9. Based on data and trends, 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 ELL 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 ENL Parent/Family Member Resource Lending Library- Inform parents of ESL/GED adult instruction free opportunities at Community Based Organizations.

The general education teacher and the ENL teacher will work closely to plan lessons to best support each ELL child. There is one certified ENL teacher who services Kindergarten, grade 1 and grade 2, and other certified ENL teacher who services third grade, fourth grade and fifth grade. The ENL teacher will work in collaboration with the general education teacher to differentiate instruction within the classroom, as well as providing support in the stand alone model to give the children the tools they need to be successful within their general education classroom.

We are also going to purchase Imagine Learning for the ENL students.

10. If you had a bilingual program, what was the reason you closed it?

11. 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. In the ELL supplemental program the children are given support in areas such as phonics and vocabulary depending on the needs of the children. The children are assessed and then instruction is based on what each individual child needs. 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.
12. 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, New Dimension Science
Technology: Instructional Websites, Interactive SmartBoard notebook, software, I-ready, Myon, Dreambox, Imagine Learning
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)

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In the ENL 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.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The ENL program facilitated by our two highly qualified ENL teachers correspond to our ELLs’ ages and grade levels as described in the section “How is instruction delivered.”

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Textbooks include: Ready Gen, Go Math, Scott Foresman Science
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. 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.

17. What language electives are offered to ELLs?

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

18. 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.

### 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 and non-pedagogic staff.) 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?

   1. The ENL teacher attends various workshops offered including Academic Language and Vocabulary, Field Support Center institutes, NYSESLAT training.
   
   Our general education teachers attend Institutes as well.
   
   Our ENL teacher presents best practices and research articles focusing on English as a Second Language students during grade meetings.
   
   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 ELL’s.
   
   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 ELL’s.
   
   An ELL component is also integrated into our Election Day and Anniversary day professional development. Also within each 6 week cycle of Monday professional development, there is an ELL PD.
   
   Professional Development offered to teachers of ELL’s to meet the Common Core State Standards include Mini Institutes, Ready Gen and GoMath professional development.

2. 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 2017 to June 2018. 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 7, 2017 Professional Development Day (non attendance for students) -
   
   Close Reading
   
   Differentiated Instruction and the ELL Student
   
   Learning Targets - Mathematics
   
   Student Agency
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 ENL program. The ENL teachers show parents the progress the students are making by sharing work done in class and assessments given. The ENL teachers share NYSESLAT results and explain how children are grouped according to language ability. During parent meetings the teachers give suggestions of how to work with the child. 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, Spanish, Hebrew, Arabic, Mandarin, Cantonese and Italian. If staff members are not available to help with translation the Language and Interpretation Unit is called.

2. 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 ENL 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 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. Each grade at P.S. 175 writes a monthly newsletter to highlight important events, upcoming units of study. This is a valuable tool that keeps all parents at P.S. 175 informed. The newsletters are distributed to parents and hung on the bulletin board outside the main office for parents and visitors to see.

Throughout the school year we hold many events that parents are invited too, such as Science Fair Night, Math Night, and Concerts for each grade.

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.

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 multilingual 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. 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 ENL teacher organize and conduct in school workshops, locate and distribute NYC and Community Based Organization brochures, distribute flyers, distribute announcements of District 28- district wide/city wide parent workshops like “Middle School Choice”. 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.

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. The members of our learning community will be life-long learners, flexible and adaptable to change, responsible and accountable and will become active participants in our school and in our society. They will have long term goals, high self-esteem, and respect for themselves and others. The members of our learning community will develop decision making skills, critical thinking skills and the ability to communicate effectively.

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

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

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Patricia Cooper, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milagros Dueno</td>
<td>Principal</td>
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<tr>
<td></td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fran Sternberg</td>
<td>Parent Coordinator</td>
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<td></td>
</tr>
<tr>
<td>Stephanie Kalinowski</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td></td>
<td>Parent</td>
<td></td>
<td></td>
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<tr>
<td>Michele Pongratz/Technology an</td>
<td>Teacher/Subject Area</td>
<td></td>
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<tr>
<td>Anne Petrenas</td>
<td>Teacher/Subject Area</td>
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</tr>
<tr>
<td>Kimberly Black</td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td>Danielle Mc Coy</td>
<td>School Counselor</td>
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<tr>
<td>Mabel Sarduy</td>
<td>Superintendent</td>
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<tr>
<td>Dr. Martine Santos</td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Debra Lau-Speech Teacher</td>
<td>Other _____</td>
<td>1/1/01</td>
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<tr>
<td>Bilin Nizich-ENL Teacher</td>
<td>Other _____</td>
<td>1/1/01</td>
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<td></td>
<td>Other _____</td>
<td>1/1/01</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie</td>
<td>Kalinowski</td>
<td>ENL Teacher</td>
<td>No, not yet but has in previous years</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 ELL’s there are many people to translate the information into the different first languages.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALBANIAN</td>
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<tr>
<td>ARABIC</td>
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<tr>
<td>CHINESE ANY</td>
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<tr>
<td>CANTONESE</td>
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<tr>
<td>CROATIAN</td>
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<tr>
<td>INDONESIAN (AKA BAHASA)</td>
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<tr>
<td>JAPANESE</td>
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<td></td>
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<tr>
<td>MANDARIN</td>
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<tr>
<td>ENGLISH</td>
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</tr>
<tr>
<td>PILIPINO (A.K.A. TAGALOG)</td>
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<tr>
<td>POLISH</td>
<td></td>
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<td></td>
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<tr>
<td>RUSSIAN</td>
<td></td>
<td></td>
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<tr>
<td>SPANISH (AMERICAN) SIGN LANGUAGE</td>
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<tr>
<td>TIBETAN</td>
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<tr>
<td>TURKISH</td>
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<tr>
<td>TADZHIK (AKA TAJIK)</td>
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</tbody>
</table>

Russian, Uzbeki, Chinese, Spanish, and Arabic. However, most parents prefer English.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated notes to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet and Greet Notice</td>
<td>September</td>
<td>Staff members who speak the parents language translate notes home.</td>
</tr>
<tr>
<td>Parent Teacher Conference Notice</td>
<td>September</td>
<td>We use the DOE letters on the website that come in different languages.</td>
</tr>
<tr>
<td>Curriculum Night Notice</td>
<td>May</td>
<td>We also use the translation and interpretation unit when needed. PS 175 also used the DOE vendors such as the &quot;Big Word&quot; to translate documents for parents.</td>
</tr>
<tr>
<td>Math Night Notice</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td>Science Fair Notice</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td>International Day Notice</td>
<td>March</td>
<td></td>
</tr>
<tr>
<td>Pajama Day Notice</td>
<td>April</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November</td>
<td></td>
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</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Orientation for ELL's</td>
<td>September</td>
<td>On an as needed basis, using the language and interpretation unit, as well as staff members who speak parents languages. We will use over the phone translation when we have parents who speak a language that we do not have a staff member who speaks it. We will also use the DOE vendors for translation services.</td>
</tr>
<tr>
<td>Parent/Teacher Conference</td>
<td>November, March and May</td>
<td></td>
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<tr>
<td>Tuesdays for Parent engagement</td>
<td>throughout the year</td>
<td></td>
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<tr>
<td>Graduations</td>
<td>November</td>
<td></td>
</tr>
<tr>
<td>4th Grade Thanksgiving Festivities</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>5th Grade moving up exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten moving up exercises</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency P.S. 175 will put out a school messenger message in English, Russian, Spanish, Chinese and Arabic. We will also put out a message on our school website in the various languages. We will also use the over the phone translation line to communicate with parents in case of an emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.
At P.S. 175 we have a diversified staff, many staff members including teachers, paraprofessionals and school based support team speak different languages. These key staff members are available when translation services are needed. If a staff member is not available or we do not have a staff member who speaks the parents language we call the Language and interpretation unit for an over the phone translation. We never use a child to translate. The Language Access Coordinator will hold a PD to make staff aware of different ways to talk to parents through translation services. LAC will show staff how to access over the phone translation and how to use the translation services to translate documents.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 needs 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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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