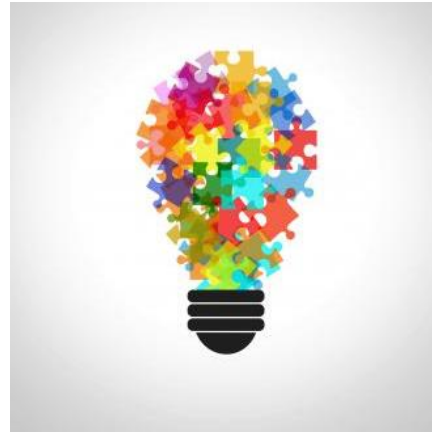


Public School 384
Learn. Innovate. Create.

Information Session 2025-26



**Learn.
Innovate.
Create.**



The mission of P.S. 384 is to instill a lifelong love of learning by inspiring students to persevere and solve problems through collaboration, creativity, and citizenship.

+ We are a part of District 30

■ Ms. Lisa Hidalgo, District 30 Superintendent

Lead with HEART

Honesty • Excellence • Accountability • Respect • Teamwork





A Growing School In District 30

Year	Grades Served	Location
2018-19	K	Q972 Pre-K Center – Jackson Avenue
2019-20	K, 1	Q972 Pre-K Center – Jackson Avenue
2020-21	K, 1, 2	Q972 Pre-K Center – Jackson Avenue
2021-22	PK, K, 1, 2, 3	P.S. 384 Hunters Point South
2022-23	PK, K, 1, 2, 3, 4	P.S. 384 Hunters Point South
2023-24	PK, K, 1, 2, 3, 4, 5	P.S. 384 Hunters Point South

- ✓ All new facilities
- ✓ Arts Room
- ✓ Gymnasium
- ✓ Library
- ✓ Outdoor Space
- ✓ Science Lab
- ✓ Maker Space
- ✓ Park Access



Students zoned to P.S. 78 should have a seat at P.S. 78 or P.S. 384
Expected number of students at full capacity: 600 students total

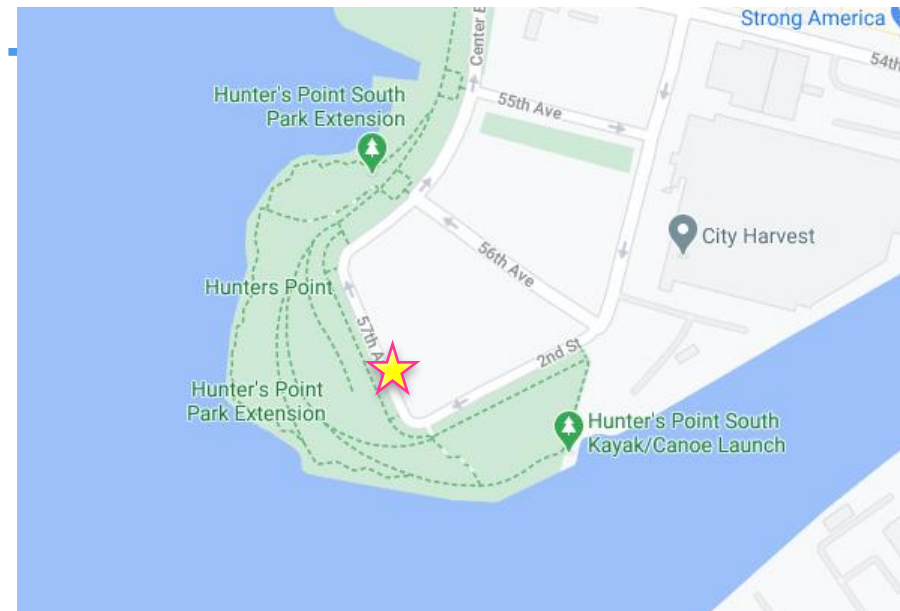


P.S. 384

Hunters Point Elementary

1-35 57th Avenue

Long Island City





Prior to my service as
Founding Principal, I
also worked as:



- Assistant Principal in District 30
- Classroom Teacher in District 32, Brooklyn
- Classroom Teacher at a Charter School in Brooklyn
- Science Cluster Teacher – K-5, ENL, ICT, Self-Contained, & Bilingual
- Talent Management Coordinator
- Science and Social Studies Coach
- Teacher Leader for People to People

+ Mission & Vision



Mission

The mission of P.S. 384 is to instill a lifelong love of learning by inspiring students to persevere and solve problems through collaboration, creativity, and citizenship.



Vision

P.S. 384 provides students with experiences using inquiry, dialogue, and critical thinking for academic success and social-emotional growth.

Our Core Values

Collaboration

- We work together

Creativity

- We are innovative thinkers

Citizenship

- We help others

By connecting their learning, students will use their creativity, ideas, and voice responsibly to create a better present and future.



Rigorous Instruction for Conceptual Understanding

Performance & Process Outcomes

Through our work together, our students will demonstrate:

Creativity in Problem Solving

Evidenced by the ability to choose strategies, tools, and support ideas with evidence

Critical Thinking Skills

Evidenced by the ability to identify problems, apply strategies, construct solutions, and evaluate outcomes

Connected Learning / Conceptual Understanding

Evidenced by the performance level of conceptual understanding on transdisciplinary projects

Our Instructional Approach

Hybrid:

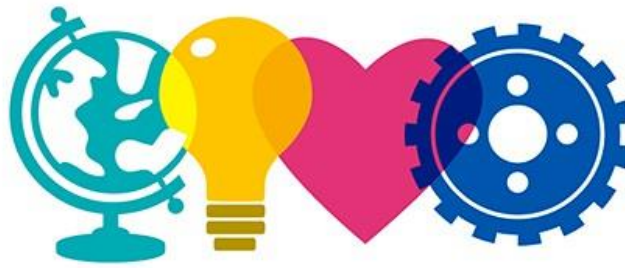
- Strong Foundations
- Authentic Learning
- Building Student Independence
- Allowing for Student Choice
- Social-Emotional Learning embedded within instruction
- Growth Mindset Principles
- Inquiry-based / Student-centered



+ Growth Mindset



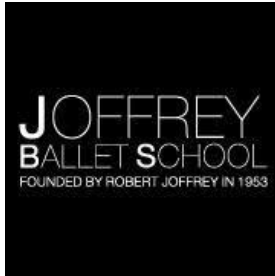
Our Team



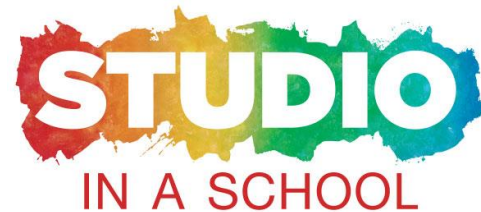
- Ms. Britton, *Founding Principal*
- Ms. DeGrazia, *Assistant Principal*
- Ms. Hametz, *Assistant Principal*
- Ms. Bridge, *English as a New Language Coordinator*
- Ms. Paola, *Parent Coordinator*
- Ms. Cleveland, *Secretary*
- Ms. Guzman, *School Safety Agent*
- *School Nurse*
- Ms. Botelho, *School Counselor*
- Ms. Murashima, *Social Worker*
- Ms. Nasher, *Speech Teacher*
- Ms. Nisanov, *Occupational Therapist*
- Mr. Covino, *Physical Therapist*

+ Special Programs

- Joffrey Ballet



- Studio in a School



- NYC Kids Rise



- Rising New York Road Runners



- Newtown Creek Alliance



- iRead NYCDOE





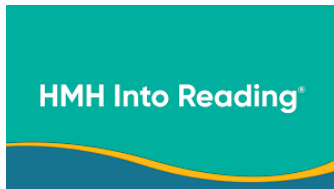
iRead – Intensive Reading Education & Development



- The I READ Early Literacy Program is a reduced class-size, Integrated Co-Teaching (ICT) class that is available in some NYC schools. This specialized program provides in-depth, structured reading interventions to students with disabilities, who will learn beside their non-disabled/typically developing peers. There is a separate application on the NYCDOE website.
- I READ is designed to support students who have a documented reading deficit as well as students from all reading levels. Students with IEPs are likely to have disability classifications of Speech and Language Impairment or Learning Disabled.
- Each I READ classroom has:
 - General Education Teacher and Special Education Teacher who are experienced in the skills needed to help struggling learners and provide daily instruction with a focus on organized reading interventions in all subject areas.
 - Classroom instruction will focus on improving students' literacy, language, and speech skills.
 - 20 students (up to 12 general education students; up to 8 students with an IEP)

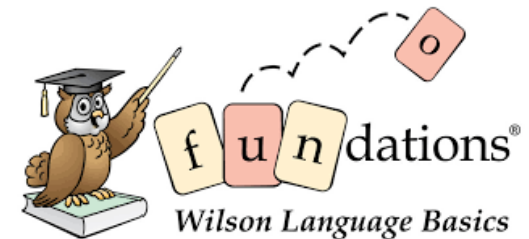
+ Curriculum & Instruction

- Social Emotional Learning
 - Responsive Classroom
 - Social Thinking



- Reading
 - HMH Into Reading
 - I Do, We Do, You Do
 - Gradual Release
 - Decodable Readers
 - Content Aligned Readers

- Phonological Awareness
 - Phonics



+ Curriculum & Instruction

- enVision Math

- Number Talks
- Subitizing
- Centers

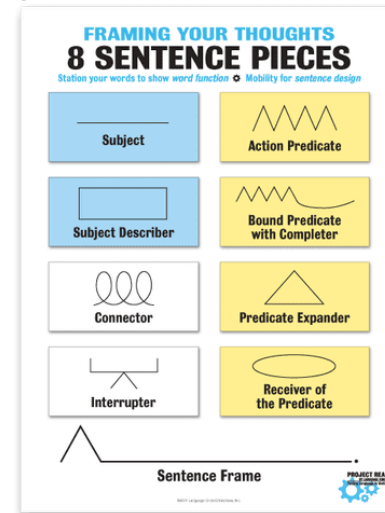


- Science

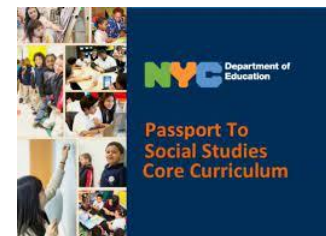
AmplifyScience

- Writing

- HMH Writing
- Framing Your Thoughts
- Handwriting Without Tears
- Writing Workshop



- Social Studies



+ Response to Intervention

■ Assessments

- Acadience
- iReady
- Curriculum-based



■ Interventions

- Small Group Instruction
- Foundations
- SPIRE
- Sounds Sensible
- Great Leaps
- Story Grammar Marker
- Math U See
- Kindness in the Classroom
- Social Groups



+ A Day in the Life of a Kindergartener

Flow of the Day	
Area	Description
Responsive Classroom	Morning Meeting—Greeting, Sharing, Group Activity, Morning Message
Phonemic Awareness	Phonological & Phonemic Awareness – Oral / Auditory
Phonics	Alphabetic Principles, Letter/Word Patterns, Heart Words Visual / Print / Use Decodables
Reading and Vocabulary	Engaging with Complex Texts Independent/Partner Reading in decodables Small Group Instruction, and/or Skills Practice, Share
Writing	Transfer of sounds to symbols; structured handwriting support Engage with the Writing Process Independent / Small Group Instruction, Share
Lunch	Eating with Friends, Choice Time
Specials	Art, Music, Physical Education / Health, STEM
Math Workshop—enVisions	Number Talk Solve and Share Visual Learning Bridge Independent Practice / Small Group Instruction
Math Centers/Group Work	Differentiated Centers & Essential Question Discussion
Instructional Snack Time	Social Time with Classmates
Content Areas	Science / Social Studies
Responsive Classroom Closing Circle	Closing Circle Share – Shout Outs, Reflections, Sharing
	Dismissal

+ Kindergarten – Opening Units

■ Reading

- Demonstrate an understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply phonics and word analysis skills in decoding words.
- Retell stories or share key details from a text.
- Identify characters, settings, major events in a story, or pieces of information in a text.

■ Writing

- Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.

■ Math

- Count to tell the number of objects.
- Know number names and count the sequence. Write numbers from 0 to 20. Understand 0.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and object (1:1 correspondence)
- Understand the concept that each successive number name refers to a quantity that is one larger.

+ A Day in the Life of a Pre-K Child

Flow of the Day	
Area	Description
40 Minutes	Breakfast Morning Meeting—Greeting, Sharing, Group Activity, Morning Message, Phonological Awareness
60 Minutes	Center Time/Free Choice
20 Minutes	Small Group/Interactive Instruction
60 Minutes	Gross Motor Time/Outdoor Recess
50 Minutes	Handwashing Family-style Lunch Toileting and Handwashing
40 Minutes	Quiet Rest Time
20 Minutes	Whole Group Meeting
50 Minutes	Specials: Physical Education / Health, Art, STEM
60 Minutes	Center Time/Free Choice
10 Minutes	Snack
20 Minutes	Whole Group Meeting – Closing Circle
	Dismissal



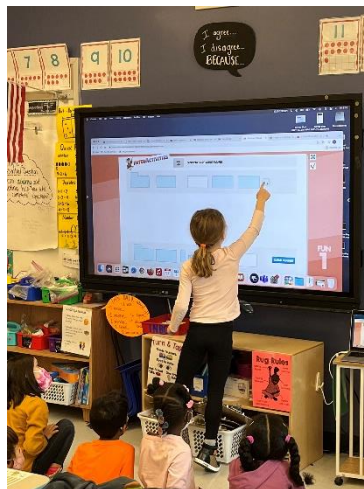
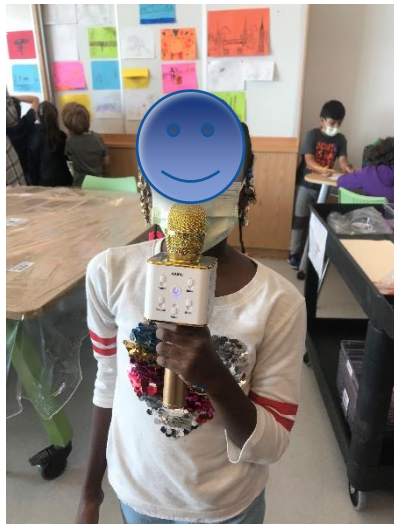
Play: A Child's Work

- Share and compromise
- Make friends
- Recognize and talk about feelings
- Strength and Coordination
- Communication skills
- Creativity
- Develop independence
- Pre-Foundational academic skills

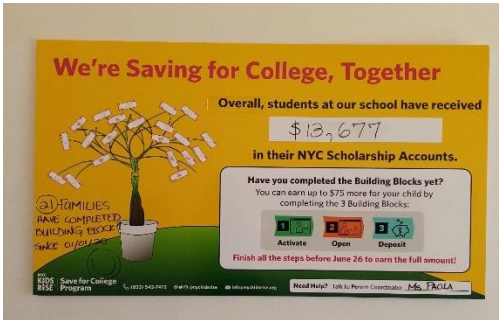
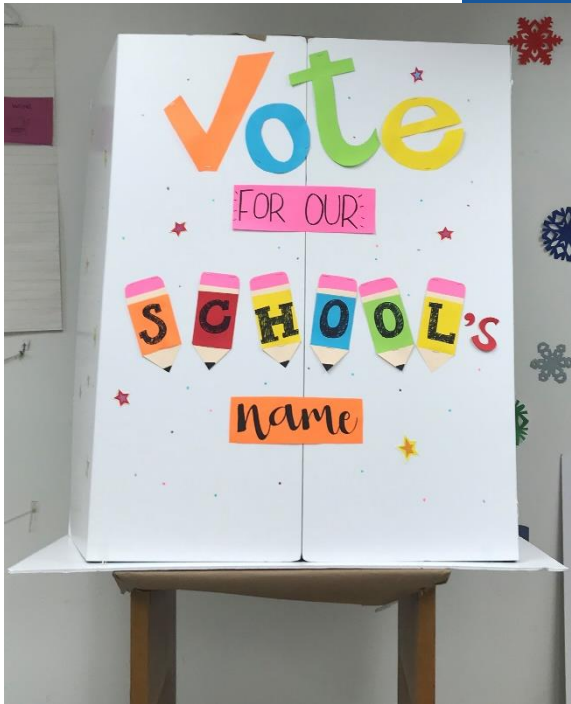




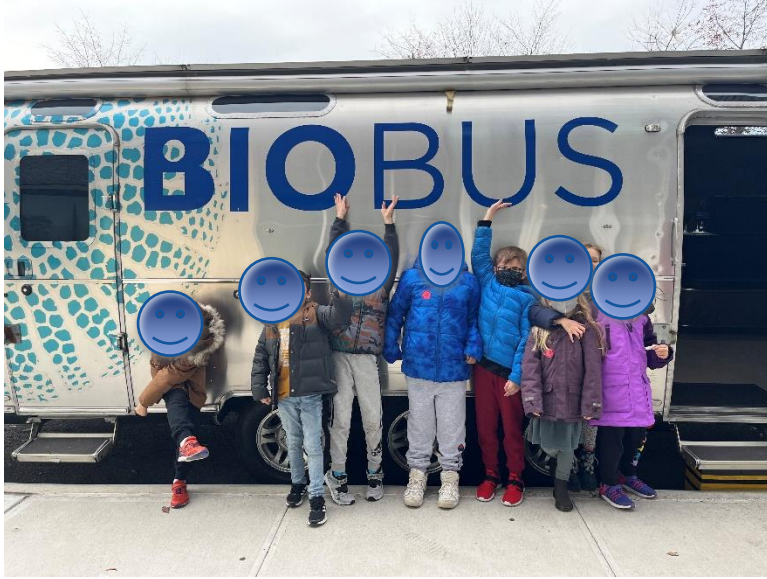
What's happening at P.S. 384 Q?



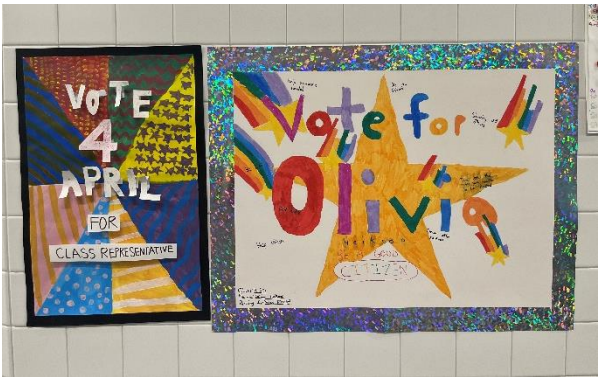
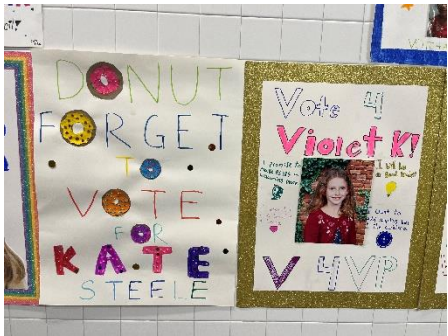
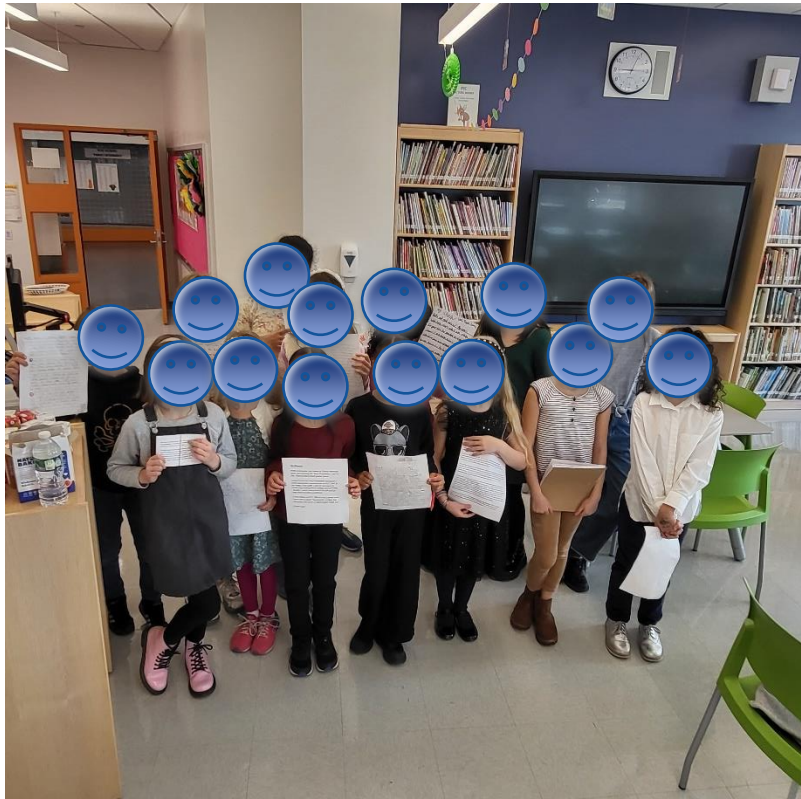
+ Special Programs



+ Special Programs



+ Student Council

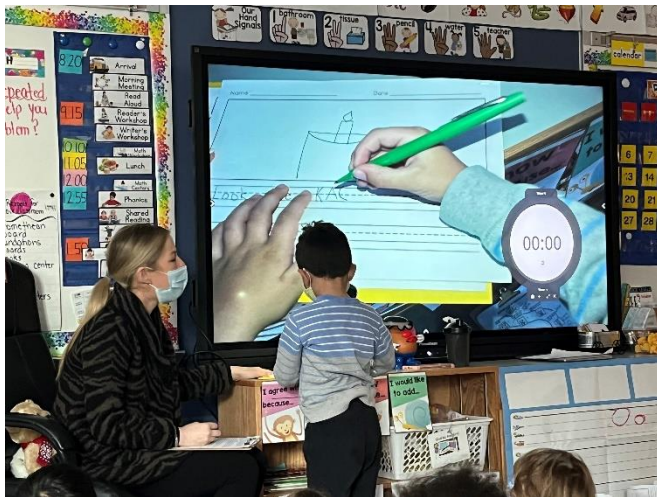
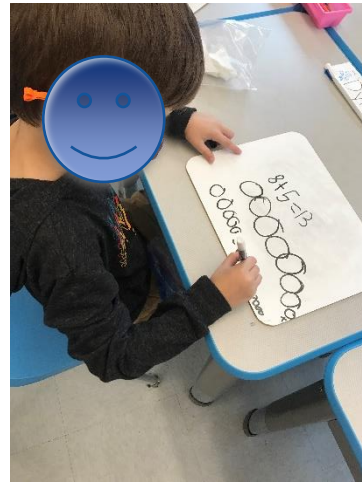
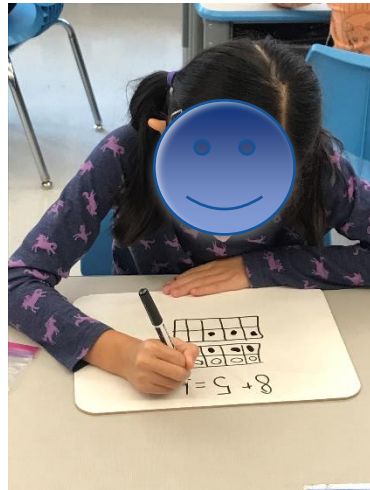
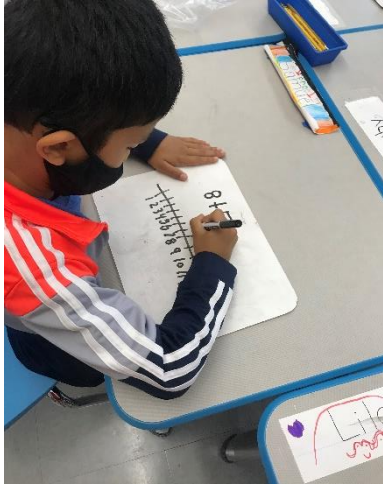




We Are Learning Everyday...

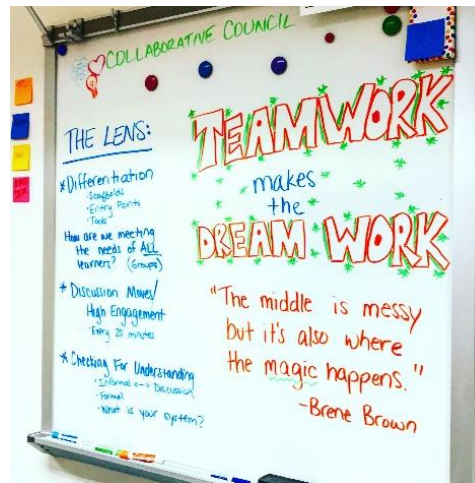
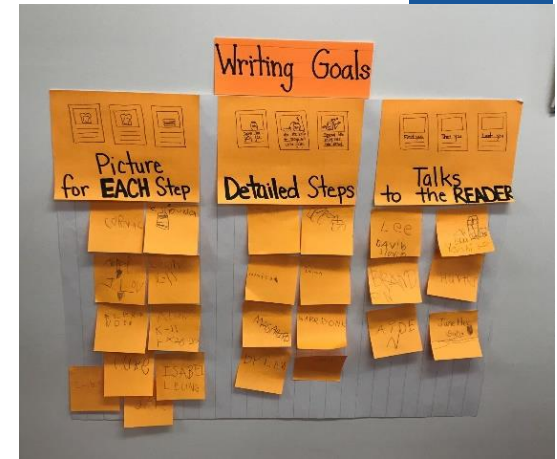
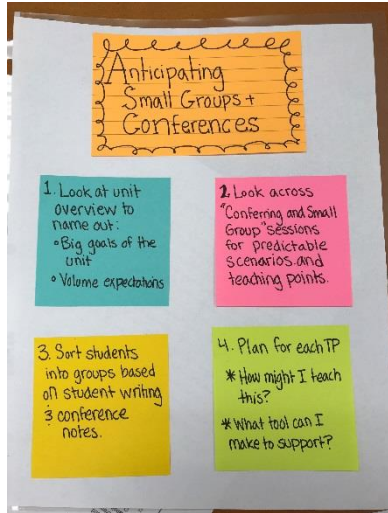


+ We are deciding what to use and how to show what we know



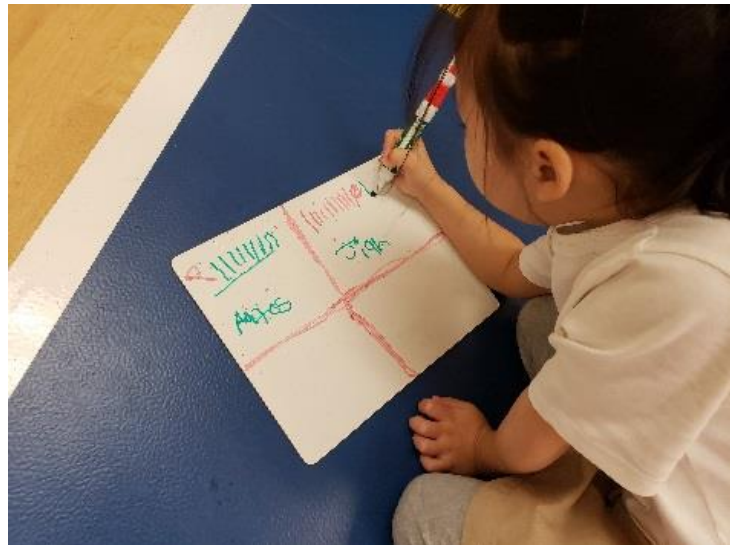
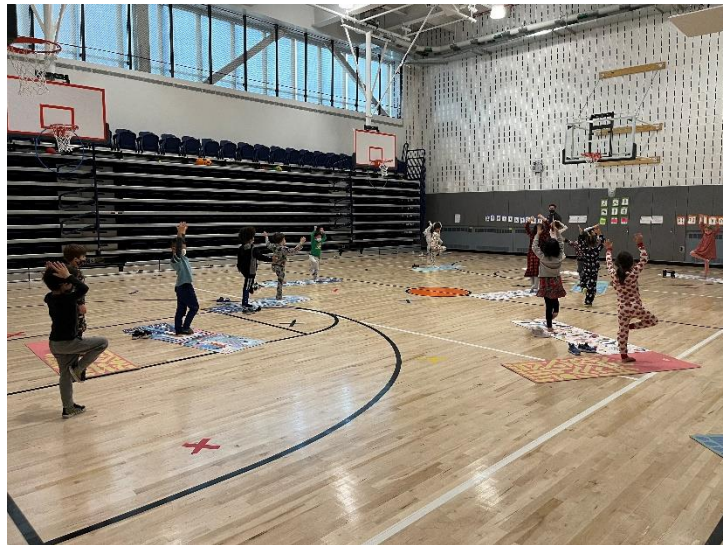
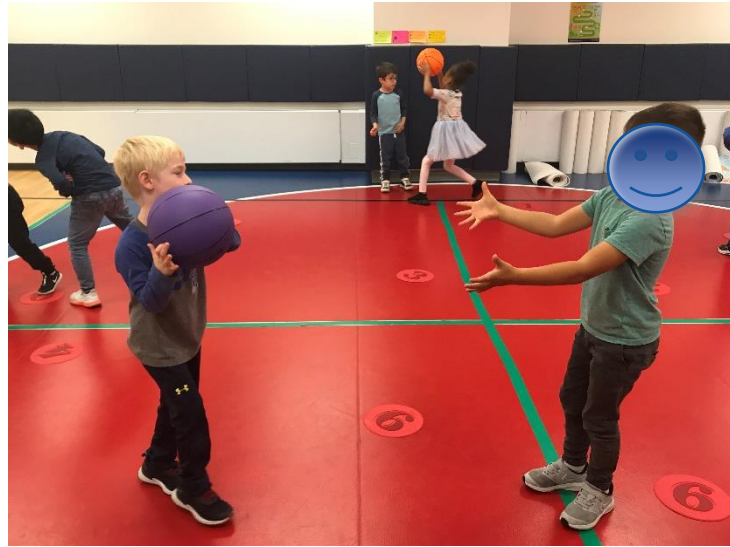


Our Teachers Are Learning...





We Are Active in Physical Education



+ We Welcome Our Families





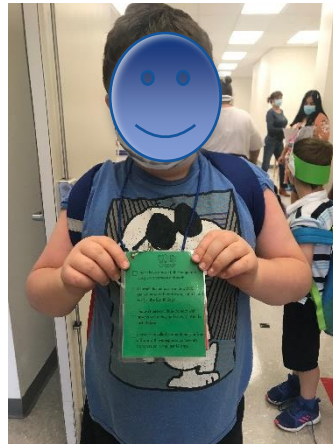
We Learn Outside the Classroom





We Practice Mindfulness and Safety

We Know What to Do!





We Are Part of the Community

PTA Bake Sale



108th Precinct



+ What's special about P.S. 384 Q?

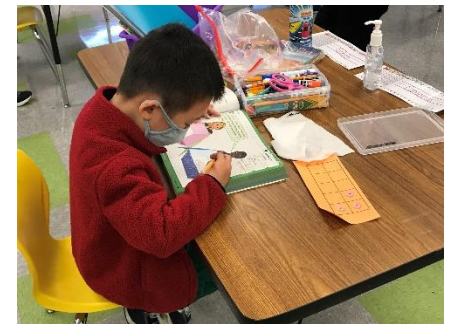
Welcoming and nurturing environment for **all** children

Committed time to develop social-emotional skills and teach into the growth mindset and perseverance

Strong family-school partnerships and communication

Opportunities to create a school that fits the needs of the Long Island City community

Highly-motivated, innovative, and reflective
TEACHERS



+ Points of Information

- School Day
 - 8:25 a.m. – 2:45 p.m.
 - Pre-K and K are full day programs
- Classes
 - Pre-K, Kindergarten, 1st, 2nd, 3rd, 4th & 5th Grades
- Class Size
 - Pre-K classes are capped at 18 students
 - Kindergarten classes are capped at 25 students
 - 1st Grade and up capped at 32
 - ICT classes smaller
 - **Class Size Laws 20-23**
- Busing
 - As per NYCDOE Policy
- After School
 - 2:45 p.m. – 5:30 p.m. M-F
 - Not supervised by P.S. 384



+ To Apply

- Kindergarten – Born in 2020
- Pre-K – Born in 2021

MySchools Account

<https://www.myschools.nyc/en/>

P.S. 384 – Hunters Point Elementary
30Q384

- Order of preference – Up to 12 school choices
- Available seats – If a program has more applicants than seats, admissions priorities are used to make offers
- Some groups of pre-K and K applicants have priority to attend programs—zone, siblings, in-district, out-of-district
- Waitlist



Admissions Priorities

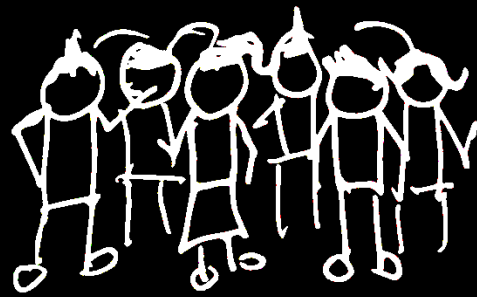
<https://myschools.nyc/en/schools/kindergarten/30Q384>

1. Student who are zoned to P.S. 78 and have a sibling at the school. *(All applicants received offers last year.)*
2. Students who are zoned to P.S. 78. *(Some applicants received offers last year.)*
3. Students with a sibling at the school who live in the district. *(No applicants received offers last year.)*
4. Students with a sibling at the school who live outside the district. *(No applicants received offers last year.)*
5. Students who live in the district and are currently enrolled at the school for pre-K. *(No applicants received offers last year.)*
6. Students who live outside the district and are currently enrolled at the school for pre-K. *(No applicants received offers last year.)*
7. Other students who live in the district. *(No applicants received offers last year.)*
8. Other students who live outside the district. *(No applicants received offers last year.)*



OUR JOB AS TEACHERS, PARENTS,
AND LEADERS IS NOT TO PREPARE
KIDS FOR "SOMETHING;"

OUR JOB IS TO HELP KIDS
PREPARE THEMSELVES
FOR "ANYTHING."



STUDENTS



ANYTHING

Our Mission

The mission of P.S. 384 is to instill a lifelong love of learning by inspiring students to persevere and solve problems through collaboration, creativity, and citizenship.



Collaboration – We Work Together

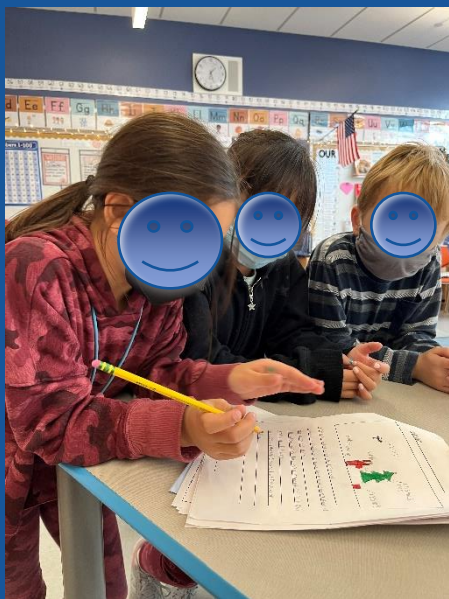
Creativity – We Are Innovative Thinkers

Citizenship – We Help Others

Learn. Innovate. Create.



Come and grow
with us!



■ Visit our website at:

www.ps384q.org

■ Emails will come from

ps384q@gmail.com

+ Q & A





Thank You!