



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE PECK SLIP SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M343

PRINCIPAL: MAGGIE SIENA

EMAIL: MSIENA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Maggie Siena	*Principal or Designee	
Karl Smith	*UFT Chapter Leader or Designee	
Kate Krause	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Paul Feldsher	Member/Parent	
Sarah Rookwood	Member/Teacher	
Yanet Cruz	Member/ Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- All kindergarten students will meet CCLS-aligned grade level expectations in reading OR make significant measurable progress toward or beyond grade level expectations. (80% of all kindergarten students will read at Fountas & Pinnell level C by June 2013; 75% of those kindergartners reading at or above level C by March 2013 will move at least two levels by June 2013; 100% of students reading at or below level A by March 2013 will be remediated with Response to Intervention.)

Comprehensive needs assessment

- Our teacher inquiry team has identified reading as a priority area for the 2012 – 2013 school year.
- As 100% of our classes are structured according to the SE Reform, our instructional approach must address student learning for all ability levels and learning styles.
- All students in our heterogeneously-grouped population are expected to meet or make significant progress toward grade level expectations. Teachers have identified assessment as a critical component for ensuring student growth.

Instructional strategies/activities

- Students will receive rigorous balanced literacy instruction aligned with the CCLS, developed by the Peck Slip staff in collaboration with literacy specialist Carolyn Strom (see Annual Goal #2).
- Students will be assessed four times a year: in September/October then on 3 additional Assessment Days in December, February, and June, on which all students will be assessed for Letter-Sound and Sight Word knowledge.
- Teachers will meet after each assessment to plan whole group instruction as well as small group and individual interventions .
- Timeline for Implementation: Assessments implemented Sept/Oct, mid-December, Late Feb/Early March, and June.

Strategies to increase parental involvement

- All parents will receive information about student progress after the fall, March, and June assessment dates.
- Parents of students requiring additional intervention will also receive information about student progress after the official assessment day in December and on a periodic basis after that.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- FSF was allocated to support a full time special educator to serve two classrooms.
- OTPS New School funds were allocated to fund a literacy consultant.
- Per diem to cover teachers for assessment days was funded with FSF.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 1, 2013 the kindergarten teacher team will design and document a CCLS-aligned kindergarten reading curriculum, including assessment benchmarks and tools. This document will be available in digital and hard copy for teachers to use 2013 – 2014.

Comprehensive needs assessment

- Our teacher inquiry team has identified reading as a priority area for the 2012 – 2013 school year.
- Peck Slip School is in its inaugural year, with two kindergarten classes. Teachers need a balanced reading curriculum that supports the development of strong letter/sound knowledge, a fund of sight words, and phonemic awareness, all while maintaining an emphasis on reading for meaning and pleasure.
- As 100% of our classes are structured according to the SE Reform, we need a curriculum that addresses student learning for all ability levels and learning styles.
- Because we will be adding kindergarten classes and bringing on board new teachers each year, we need to thoroughly document the reading curriculum for coming years.

Instructional strategies/activities

- Major pieces of the curriculum are being designed during full –planning days, including Summer Planning, Election Day, and Saturday Retreats.
- Students with IEPs and identified as at-risk receive Orton-Gillingham aligned small group instruction and over-teaching of whole class activities based on Words Their Way, Jolly Phonics, and Phonics They Use.
- Teachers are supported in curriculum design by reading specialist Carolyn Strom.
- Teachers work with Ms. Strom and the principal to identify appropriate assessments, schedule periodic Assessment Days on which all students are assessed, and analyze assessment data for formative purposes. Assessment data is used to revise curriculum and inform next steps.
- Timeline for Implementation: Map of goals and expectations developed in August. Breakdown of learning intentions done in two month intervals and responsive to assessment data. Documentation completed by mid-June.

Strategies to increase parental involvement

- Carolyn Strom will provide workshops for parents.
- Parents will be invited to reading-related classroom activities several times over the course of the year.
- Families of students requiring additional support will receive communication and suggested work for home from the school’s SE teacher.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: ARRA RTTT Citywide Instructional Expectations

Service and program coordination

- ARRA RTTT Citywide Instructional Expectations funded per session for planning after school hours and on the weekends.

- OTPS New School funds were allocated to fund a literacy consultant.
- Per diem to cover teachers for assessment days was funded with FSF.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By Mid-Winter break principal will establish a music and movement program serving 100% of our students.

Comprehensive needs assessment

- Parent members of the SLT have identified music instruction as a critical area for development.
- The current formal arts program at our new school is limited to visual arts instruction and storytelling/theater.
- Music and dance are not only vital to our students' development, they are mandated.

Instructional strategies/activities

- All students will receive weekly music and movement instruction from music and movement specialists.
- Instruction will be delivered by an outside arts organization.
- Teachers will continue to incorporate informal music and movement experiences in their classroom programs.
- Principal will begin outreach to arts organizations in December. Programs will start by the end of February and continue through the remainder of the school year.

Strategies to increase parental involvement

- The PTA is offering financial support if the chosen arts organization is not contracted with the Department of Education.
- Parents/guardians will receive backpack notes about the music and movement program. Information will also be posted on the school's website.
- Parents/guardians will be invited to at least one music and movement performance.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- FSF funded a music and movement program provided by a local CBO.
- FSF funded the licensed teacher who supported the visiting arts instructor.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Initiate school-wide study of noncognitive skill development and map our instructional plan to support development of noncognitive skills from K – 5. A study group comprising parent and staff members that will meet a minimum of five times and will produce written plans for school year 2013 – 2014 by June 18, 2013.

Comprehensive needs assessment

- Peck Slip staff members have named such noncognitive skills curiosity, gratitude, perseverance, and the capacity for self-reflection in the Peck Slip School mission statement.
- Parents/guardians have expressed interest in working with the school in developing these noncognitive, character-oriented traits in their young children.
- Research studies exploring how people achieve academic success and life satisfaction point to strong noncognitive skills as much as – or even more than – IQ or cognitive skills (*How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, Paul Tough).

Instructional strategies/activities

- Form a study group comprised of parent & staff members.
- Read *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* by Paul Tough.
- Determine which noncognitive skills to emphasize and map out instructional plan to support their development.
- Incorporate daily opportunities for complex, intentional play to support development of executive functioning.
- Continue use of *Responsive Classroom* techniques for fostering self-awareness, empathy and community in the classroom.
- Timeline: December-January – begin reading *How Children Succeed*; February begin meetings of study group and begin school-based discussions of K-1 plan; by June have developed plan for grades K & 1 and basic map for grades 2 – 5.

Strategies to increase parental involvement

- Family Book Club to read *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* by Paul Tough.
- Monthly newsletters will inform parents about activities that support noncognitive skill development (such as Worktime).
- Noncognitive skills will be addressed on report card and discussed at Parent-Teacher conferences.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: PTA funds to purchase *How Children Succeed*

Service and program coordination

- PTA Funds cover the expense of purchasing *How Children Succeed*.
- The SLT is compensated with FSF.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Orton-Gillingham Raz Kids Repeated reading Pre teaching & over teaching	Small group instruction One-to-one	During the school day
Mathematics	Multi – sensory approach Using manipulatives Chunking information Pre-teach& re-teach	Small group instruction One-to-one	During the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individualized meetings with school SW Social Skills & Play Groups	One-to-one Small Group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

HQT Status: One teacher is teaching out-of-license. She is applying for early childhood certification through the state website.

Recruitment: Peck Slip school has attracted highly qualified teachers, both experienced and new to the field. Candidates apply through the Open Market and directly to the school by sending in resumes and cover letters.

Retention & Support: Teachers are offered growth opportunities and ongoing professional development, both internally and from such consultancies as GoldMansour & Rutherford, Metamorphosis, Carolyn Strom, and The Cloud Institute for Sustainability Education.

Assignments: On each grade level new teachers are partnered with HQ teaching veterans.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Yuet Chu	District 02	Borough Manhattan	School Number 343
School Name The Peck Slip School			

B. Language Allocation Policy Team Composition [?](#)

Principal Maggie Siena	Assistant Principal N/A
Coach Sileni Nazario	Coach N/A
ESL Teacher N/A	Guidance Counselor Shelley Hoberman
Teacher/Subject Area Rob Glowacki	Parent type here
Teacher/Subject Area type here	Parent Coordinator N/A
Related Service Provider type here	Other type here
Network Leader Yuet Chu	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	45	Total Number of ELLs	1	ELLs as share of total student population (%)	2.22%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

The Peck Slip School ELL enrollment policy follows all city and state guidelines. All parents of students who are new to the New York City Public School System (ATS Admission Code 58) receive a Home Language Survey (HILS). The parent is assisted in filling out the HILS. Parents who indicate a home language other than English meet with the principal who briefly explains the Revised Language Assessment Battery State test (LAB-R) and the school's program choices. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. English Language Learners (ELLs) are given the (LAB-R) within the first ten days of enrollment to determine level of English proficiency. Formatted city letters are sent to notify Parents/Guardians of their child's assessment results and a meeting is scheduled to formally review the Parent Survey and the Program Selection Forms.

- Coordinator/principal uses the LAB-R results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into the after school program for SIFE, as well as receiving academic intervention services throughout the day.
- Formatted city letters are sent to notify Parents/Guardians of their child's assessment results and a meeting is scheduled to formally review the Parent Survey and the Program Selection Forms. Parents are informed of their rights as parents of students who speak another language other than English. Translation is provided for the parents.
- Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.
- Students begin to receive appropriate services

At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offered at the school, the parent is informed that the program is not available at the school at that time. The parent is then informed of their choices:

- o request a transfer to a school that has the program they selected,
- o to remain in this school and their request to be kept on record, and
- o apt for the second choice until their following the school has the appropriate number of request to open the program they've selected.

For parents who do not attend Parent's Orientation Meeting, a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included

in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

- Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it is time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compared to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R takes the NYSESLAT test every year.
- The school keeps a running record of parents' program selections and will use that information in order to open new programs. The running record is reviewed every time a new student is registered and a program selection form is received. Parents are notified that a new admit has registered and whether or not their selection matches theirs. There no names or selection disclosed. As soon as the school has enough requests to offer a particular program, parents are notified that will now be offered at the school which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of requests, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' request. We continue to monitor parents' requests so we can align the programs offered at our school with parents' choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	---

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
Self-Contained	0													0
Push-In	1													1
Total	1	0	0	0	0	0	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1
Special Education			0

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language										0
ESL	1									1
Total	1	0	0	0	0	0	0	0	0	1

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other	0																		0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	1													1
TOTAL	1	0	1											

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. As a result of our status as a new school and very small size and very small ELL population (45 students overall & 1 ELL), we only offer a free standing ESL program at this time. Pull-out and push-in services are provided by the SETSS teacher.

2. Services are coordinated so that our ELL student receives the mandated number of minutes of ESL support with the SETSS teacher, as well as receiving mandated ELA.

3. Classroom teachers is being offered PD in ESL practices through QTEL, SIOP and our school support network. We are currently working with our CFN to get certified ESL services to our ELL student.

4. Our Vietnamese-speaking ELL is assessed/evaluated by an ESL teacher from another downtown school.

5. & 6. Please note that as a new elementary school attracting few ELLs, we do not have students in many of these categories. If/when we have students needing service past the 3rd year of services, or with SIFE students the following is our plan: The components of language – listening, speaking, reading, writing, and thinking – are interconnected when introducing any new material at PS 343. This balanced literacy atmosphere supports students in finding areas of strength and developing confidence.

Because our ELL population is minute, our plans are tailored to their individual needs. The SETSS does language experience work with

A. Programming and Scheduling Information

our ELL and supports her in comprehending content area instruction. She is also served when he pushes into the room. Her ESL support is scheduled so that she does not miss daily ELA instruction.

The components of language: listening, speaking, reading, writing, and thinking, are interconnected when introducing any teaching methodology at PS. 343; thus creating a balanced literacy atmosphere where students find areas of strength and develop confidence. The teachers who provide ESL services to our students use the students' class readers and libraries to complement the classroom instruction and assignments.

The Peck Slip School implements the reading and writing workshop methodology and Trade book materials are used for ESL /Social Studies. As part of the balanced literacy approach, we implement such as:

- Reading aloud • Shared reading • Guided reading • Independent reading
- Vocabulary Development • phonemic awareness • Group discussion and interaction

All resources and teaching approaches adopted are guided toward enabling ELLs to succeed. Our school culture and instruction is guided to assisting our students succeed academically and meet the State and City Standards. Our small population of ELLs allows us to continue to support ELLs reaching NYSESLAT proficiency for two years. Our teachers have been studying differentiated instruction and high level ESL scaffolds to incorporate into their lessons for the instructional success of our former ELLs. As part of our plan for transitional support for ELLs reaching proficiency on the NYSESLAT, the math and language teacher works with these students and articulate with the content area teachers to set goals and plan instruction.

7. Our ELL is fully integrated in a GE classroom and receives the majority of services in her classroom.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

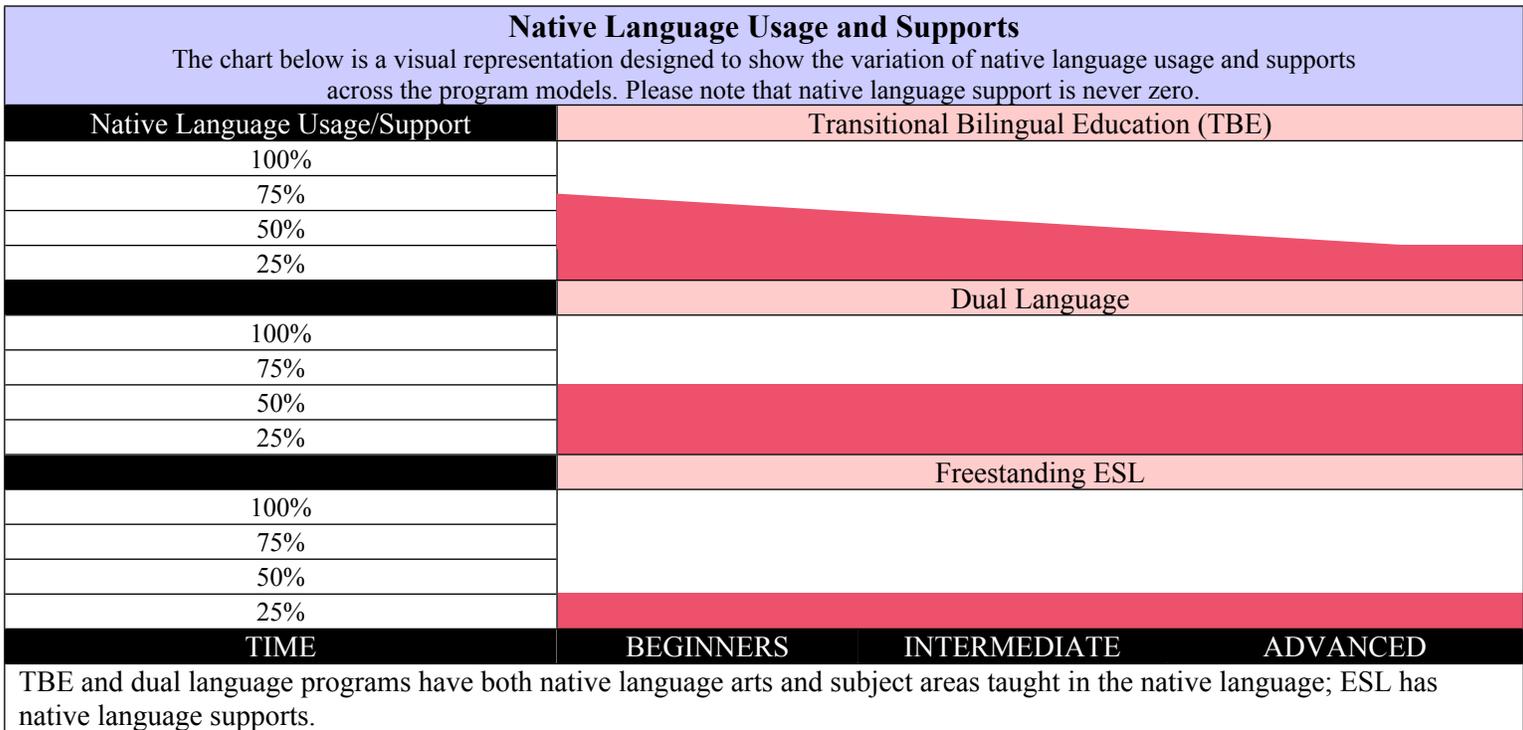
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELLs received targeted intervention in AIS groups, extended day groups, and one-on-one support.
9. See #5.
10. Teachers are receiving turnkey training in the SIOP.
11. None.
12. ELLs are offered all programs offered to non-ELLs. A CBO, Manhattan Youth, runs the after school based at PS 343. The school assists families of ELLs to obtain scholarships to this program when needed.
13. ELLs are supported with the same technology as the non-ELLs: interactive whiteboards, document cameras, laptops.
14. N/A.
15. Yes.
16. Newly-enrolled ELLs attend an orientation prior to the first day of school. Where requested, their parents receive information translated in their preferred language.
17. N/A.

C. Schools with Dual Language Programs

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

N/A.

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> 1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
<ol style="list-style-type: none"> 1. Teachers are provided professional development and receive support from CFN specialists. Training includes data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); ESL. 2. The SETSS teacher will work with the CFN ELL specialist to ensure graduating ELLs are prepared to transition to sixth grade. 3. In addition, we offer the following professional development throughout this school year: --Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn: (One professional development session per month during the months of December, February, April, and June) All teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students. --Building Academic Vocabulary by Robert J. Marzano: this comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a school wide approach to teaching content-specific vocabulary. All teachers will participate in professional development based upon the Building Academic Vocabulary curriculum. --Teachers who provide academic intervention services to our ELL will participate in training on Sheltered Instruction Observation Protocol (SIOP).

E. Parental Involvement

<ol style="list-style-type: none"> 1. Describe parent involvement in your school, including parents of ELLs. 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 3. How do you evaluate the needs of the parents? 4. How do your parental involvement activities address the needs of the parents?
<ol style="list-style-type: none"> 1. We invite parents to publishing parties, parent workshops, class trips, and fundraisers. We encourage our teachers to develop relationships with parents by staying in contact through letters, phone calls, and email. 2. All families, including families of ELLs, are invited to workshops provided by outside agencies. 3. Our ELL family is well known to the school community. Where needed, families of ELLs are provided with a single liaison to the school. 4. Our activities support parents in learning about parenting, bringing them into the school, and providing them with literacy-rich activities to do with their children.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our one ELL was assessed with CAPs and will be assessed later in the year with Founras & Pinnell. She is a pre-literate kindergartner.
2. N/A.
3. N/A. Instruction is tailored to the one student's needs.
4. N/A.
5. N/A.
6. We expect our one ELL to make progress over the course of the year, achieving Advanced status and possibly passing the NYSESLAT this spring.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Peck Slip School</u>		School DBN: <u>02M343</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maggie Siena	Principal		10/16/12
N/A	Assistant Principal		
N/A	Parent Coordinator		
N/A	ESL Teacher		
	Parent		

School Name: The Peck Slip School

School DBN: 02M343

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Glowacki	Teacher/Subject Area		10/16/12
	Teacher/Subject Area		
Sileni Nazario	Coach		10/16/12
	Coach		
Shelley Hoberman	Guidance Counselor		10/16/12
Yuet Chu	Network Leader		10/16/12
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 02M343 **School Name:** The Peck Slip School

Cluster: 01 **Network:** CFN 103

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The principal and the community associate review Home Language Surveys and list all families that requested communication in a language other than English. This information is also entered into ATS. Parents' primary languages are recorded on emergency cards.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parents reported these home languages in addition to English:
Chinese: 4 families (no translation or interpretation required)
French: 2 families (no translation or interpretation required)
Georgian: 1 family (no translation or interpretation required)
German: 1 family (no translation or interpretation required)
Gujrati: 1 family (no translation or interpretation required)
Japanese: 1 family (Oral communication requested in English & Japanese)
Polish: 1 family (no translation required)
Spanish: 2 families (no translation or interpretation required)
Vietnamese: 1 family (no translation or interpretation required)
School Staff and PTA were informed by email.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All families requested written communication in English only.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation is offered to all families who have either expressed preference for communication in a language other than English or indicated that their primary language is not English. If parents request translation to another language, the school contacts the Department's translation service, requests help from a neighboring school, or seeks another community member (such as another parent) who can provide assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Parents Bill of Rights is being distributed in each family's preferred language. Interpretation notices are posted by the front door. Parents requesting translated materials will be given all centrally produced critical communications in their home languages. To the best extent possible, student related materials will be provided in translated versions to parents requesting them. When this is not possible, a cover sheet will be attached, explaining how parents can obtain translation (as per Chancellor's Regulation A-663).