



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PECK SLIP SCHOOL  
**DBN (i.e. 01M001):** 02M343  
**Principal:** MAGGIE SIENA  
**Principal Email:** [MSIENA@SCHOOLS.NYC.GOV](mailto:MSIENA@SCHOOLS.NYC.GOV)  
**Superintendent:** MARIANO GUZMAN  
**Network Leader:** YUET CHU

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Maggie Siena	*Principal or Designee	
Rob Glowacki	*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	
Brent Harney	Member/ staff	
Sarah Rookwood	Member/ staff	
Thea Gunhouse	Member/ staff	
Paul Feldsher	Member/ parent	
Yanet Cruz	Member/ parent	
Jared Sender	Member/ parent	
Emily Hellstrom	Member/ parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2014, school staff will identify and/or develop a CCLS-aligned mathematics assessment to be implemented three times over the course of the year: October, February, and late May. Students far below expectations will be assessed at least two additional times so as to inform instructional / intervention decisions.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In our inaugural year, we developed a robust reading assessment plan that supported differentiated instruction and targeted support for students at risk of academic failure. Informal mathematics assessment data collected last year was not as timely, granular, or instructive as reading data. It was less effective in identifying students needing acceleration or remediation. Therefore, in our second year we plan to improve our approach to formative assessment in mathematics.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- Identify informal assessment tools to capture student skill and understanding along the span of each grade level spectrum. Revise as needed. Analyze assessment data to establish benchmarks, identify subgroups and evaluate effectiveness of the tools in use.
- Tailor instruction and intervention in response to assessment data.

#### **B. Key personnel and other resources used to implement each strategy/activity**

- Classroom teachers and special education teachers, school-based data specialist, Metamorphosis mathematics consultant.
- Teachers, principal, Network Achievement Director

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 100% of teachers will work with principal and Metamorphosis math coach to identify assessments. 100% of students will engage in formative assessments 3 times a year.
- 100% of students identified as far below grade level on formative assessments will receive academic intervention.

#### **D. Timeline for implementation and completion including start and end dates**

- Grade wide math assessment dates scheduled in October, February and late May (10/16 & 17, 2/5 & 5, 5/21 & 22). Data and tool are analyzed on Election Day. Midyear assessment data and tool effectiveness are analyzed with math consultant on 2/7/14. End-of-year assessment data & tool effectiveness are analyzed with math consultant on 5/23/14. Revision is finalized and recommendations for 2014 – 2015 are made on Chancellor's Day (6/5/14).
- Students will receive intervention from October 2013 to May 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Tax levy and PTA funds will pay for Metamorphosis math consultant; also per diem for subs to cover teachers on assessment days.
- Intervention time is programmed into teacher / student schedules. TL will fund per session if needed for teachers to analyze data and student work.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be informed of math curriculum and assessment work through SLT, Parent Association meeting, curriculum night, parent conferences.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA funds

## Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All students will meet CCLS-aligned grade level expectations in mathematics OR make significant measurable progress toward or beyond grade level expectations.

80% of all students will meet grade expectations by June 2014; 75% of those students meeting or exceeding expectations by February 2014 will engage in expanded opportunities for critical thinking and problem solving through more complex tasks; 100% of students far below expectations in February 2014 will be remediated with Response to Intervention.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In our inaugural year our CEP included a goal in literacy mirroring this mathematics goal. By year’s end we had exceeded expectations, with 98% of all students reading at or above grade level in June. This year we plan to apply the same approach to mathematics learning. Paired with an improved approach to formative assessment (see Goal #1), we anticipate identifying children requiring acceleration and remediation earlier in the year with an overall goal of meeting or exceeding grade level expectations for the vast majority of our students and significant improvement for students far below grade expectations in October.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- Formative assessment data will inform instructional groupings and planning.
- Differentiation will allow all students to succeed - remediation for students performing below benchmarks; and acceleration for students performing above grade level expectations.

**2. Key personnel and other resources used to implement each strategy/activity**

- Classroom teachers and special education teachers, school-based data specialist, Metamorphosis mathematics consultant, Network Achievement Director.
- Teachers, principal, consultant, network coach.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Formative assessment data is be collected to adjust grouping and instructional approaches.
- In February, assessment data will be used to evaluate the effectiveness of acceleration and remediation; May data will be used to evaluate the effectiveness of acceleration and remediation.

**4. Timeline for implementation and completion including start and end dates**

- Use fall assessment data to form groups and to begin acceleration & remediation (November – December 2013).
- Evaluate groupings and approaches with math consultant on 2/7/14 & 5/23/14.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Tax levy and PTA funds will pay for Metamorphosis math consultant.
- Network coach will provide support for teachers at no additional cost to the school. Per session will be funded with TL if needed for after school work.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parents will be informed of math curriculum and assessment work through SLT, Parent Association meeting, curriculum night, parent conferences.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA funds

**Goal and Action Plan #3**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Continue school-wide study of meta-cognitive thinking skill development and map our instructional plan to support development of meta-cognitive thinking skills from K – 2. A study group comprising parent and staff members that will meet a minimum of 8 times and will produce written plans for school year 2014 – 2015 by June 18, 2014.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Peck Slip staff members have named such meta-cognitive thinking 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 meta-cognitive thinking, character-oriented traits in their young children.
- Research studies exploring how people achieve academic success and life satisfaction point to strong meta-cognitive thinking 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**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **• Strategies/activities that encompass the needs of identified subgroups**

1. A working group of parent & staff members will study *Creating Innovators* by Tony Wagner and determine which meta-cognitive thinking skills to emphasize and map out instructional plan to support their development.
2. Incorporate daily opportunities for complex, intentional play to support development of executive functioning; and continue use of *Responsive Classroom* techniques for fostering self-awareness, empathy and community in the classroom.

#### **• Key personnel and other resources used to implement each strategy/activity**

1. School Leadership Team will participate in study group; key classroom and SE teachers will turnkey understandings and information to colleagues.
2. Teacher, guidance counselor, and principal will support teachers with planning; common planning time is built into the teacher schedule.

#### **• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Initial plans will be designed by April 2014 and presented to SLT by June 2014.
2. Principal will monitor implementation through review of lesson plans, informal and formal observations.

#### **• Timeline for implementation and completion including start and end dates**

1. November-January – study group meets; February begin meetings of study group and begin school-based discussions of K-2 plan; by June have developed plans.
2. Ongoing – Sept 2013 – June 2014.

#### **• Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. SLT meetings; stipend and cost of books funded via tax levy.
2. Calendar change for increased PD time, planning periods scheduled into teacher program; inquiry team during extended day. Materials for lessons funded via TL.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

SLT will be fully informed as they will be full participants in this work. Parents will also be kept informed via parent-teacher conferences and curriculum events.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

N/A

## **Goal and Action Plan #4**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **• Strategies/activities that encompass the needs of identified subgroups**

1.

#### **• Key personnel and other resources used to implement each strategy/activity**

1.
  - Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
  - Timeline for implementation and completion including start and end dates
1.
  - Describe programmatic details and resources that will be used to support each instructional strategy/activity
- 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 3. Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- 4. Key personnel and other resources used to implement each strategy/activity**
  - 6.
- 5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
- 6. Timeline for implementation and completion including start and end dates**
  - 1.
- 7. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						



### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Orton Gillingham Raz Kids Repeated Reading Pre teaching Guided reading Interactive Writing Recipe for Reading Itchy's Alphabet for Phonics Zoo Phonics Starfall	Small Group One to one Two to one	During the school day After School Extended Day for At-Risk students
<b>Mathematics</b>	Multi- sensory approach Use of manipulatives Chunking information Graphic Organizer Orton Gillingham	Small group One to One	During the school day
<b>Science</b>	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individualized meeting s for social groups Social skills and play groups Behavior plans Crisis paraprofessionals	Small group One to One	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**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.

**High Quality and Ongoing Professional Development**

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

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
2. always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>343</b>
School Name <b>The Peck Slip School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Maggie Siena</b>	Assistant Principal <b>n/a</b>
Coach <b>Sileni Nazario</b>	Coach <b>n/a</b>
ESL Teacher <b>n/a</b>	Guidance Counselor <b>Shelley Hoberman</b>
Teacher/Subject Area <b>Rob Glowacki</b>	Parent <b>n/a</b>
Teacher/Subject Area <b>Gretchen Lustig</b>	Parent Coordinator <b>n/a</b>
Related Service Provider <b>n/a</b>	Other <b>n/a</b>
Network Leader(Only if working with the LAP team) <b>Yuet Chu</b>	Other <b>n/a</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>91</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>1.60%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

#### 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0												0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0												0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	0	0	0	0	0	0	2
Total	2	0	0	0	0	0	0	0	0	2

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
SELECT ONE Vietnamese		1												1
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>										

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1													1

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

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 (SWD)					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 (SWD)									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 (SWD)									0

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

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessment tool that is used is the Fountas and Pinnell. The school learns their independent reading level and their sight words knowledge.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data reveals with quality instruction that is tailored to the students' needs progress was made.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The patterns across NYSESLAT modalities will affect instructional decisions by reflecting and analyzing what changes are necessary to make to improve test scores.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [Rti Guide for Teachers of ELLs](#).)  
Our school uses data to guide instruction and individualized instruction. Our school follows the RTI framework and tracks their progress.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our teachers consult with our coach for instructional help to help their needs. Our teachers have been given a copy of The Practitioners' work group for Accelerating English Language Learner Student Achievement.- Nine common features of Successful programs for ELLs.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We expect our two students to continue to make progress over the course of the year, achieving Advanced status and passing the NYSESLAT this spring.

## Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
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 (HLS). 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 the 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. The administration of the LAB-R takes place within the first 10 days of school and or of enrollment. The testing coordinator is responsible for administering the assessment in their office. The HILS is completed with the assistance of a pedagogue and the informal interview is conducted by a pedagogue.

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.  
Coordinator/Principal uses the LAB-R results and parent(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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
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 right as parents of students who speak another language other than English. Translation is provided for the parents.
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.  
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: - request a transfer to a school that has the program they selected, - to remain in this school and their request to be kept on record, and - opt for the second choice until their following the school has the appropriate number of requests to open the program they've selected.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Students are put on a list, which is kept by the 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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The 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 student has registered and whether or not their selection matches theirs. There are no names or selections disclosed. As soon as the school has enough requests to offer a particular program, parents are notified that it 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. Program models offered at our school are aligned with parents' requests. We continue to monitor parents' requests so we can align the programs offered at our school with parents' choices.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

As a result of our status as a new school and very small size and very small ELL population (125 students overall & 2 ELL), we only offer a free standing ESL program at this time. Pull-out and push-in services are provided by the SETSS teacher. In the class students are homogenous group and hetergenously grouped based on the activity and the needs and support of the students. During this time the SETSS and genreal education teacher are working in small groups working on improving individualized skills. We continue to work with our network coach to make sure we are meeting their needs.
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)?

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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our Vietnamese-speaking ELL is assessed/evaluated by an ESL teacher from another downtown school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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 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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 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. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

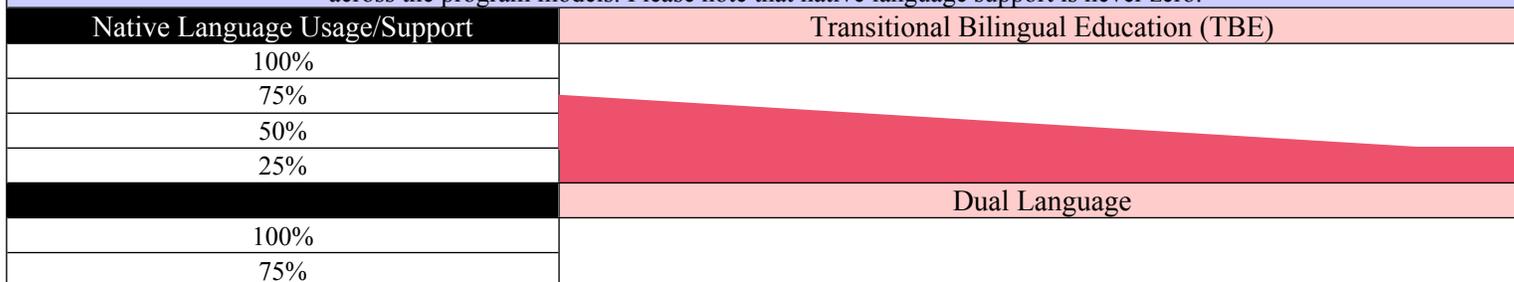
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

#### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

#### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
ELLs received targeted intervention in AIS groups, extended day groups, and one-on-one support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of our program is that the students are getting individualized targeted instruction to help meet their language needs.
11. What new programs or improvements will be considered for the upcoming school year?  
Teachers are receiving turnkey training in the SIOP.
12. What programs/services for ELLs will be discontinued and why?  
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
ELLs are supported with the same technology as the non-ELLs: interactive whiteboards, document cameras, laptops.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
The SETSS teacher analyzes the data and then forms a plan with our ESL Coach.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Newly-enrolled ELLs attend an orientation prior to the first day of school. Where requested, their parents receive information translated in their preferred language.
18. What language electives are offered to ELLs?  
N/A
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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); ESLThe SETSS teacher will work with the CFN ELL specialist to ensure graduating ELLs are prepared to transition to sixth gradeIn 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

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. 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.

### E. Additional Information

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

## Part VI: LAP Assurances

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)
Maggie Siena	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Gretchen Lustig	Teacher/Subject Area		1/1/01
Rob Glowacki	Teacher/Subject Area		1/1/01
Silene Nazario	Coach		1/1/01
	Coach		1/1/01
Shelley Hoberman	Guidance Counselor		1/1/01
Yuet Chu	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN:** 02m343      **School Name:** P.S 343 The Peck Slip School

**Cluster:** 1      **Network:** cfn103

**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**

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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.

Every parent fills out the Home language Survey. We analyze the Parent Survey to determine if any translator or translating needs are necessary for the school. If they are unable to understand English we get that form for them to complete in their native language. We also will provide a translator for these parents. The findings are shared at a PTA meeting. If a parent identified that English is their second language, we will provide the appropriate documents for them to complete in their native language.

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

Our findings of Peck Slip's written translation and oral interpretation needs is minute. We have many parents who speak different languages and are fluent in English. We report our findings at PTA meetings.

## Part B: Strategies and Activities

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

The school will provide any forms or documents in the proper translation in their native language. We would request documents in the family's native language to prior dispersing these forms. We would ask the DOE to provide as many forms in that language. For our ELL population, none of the parents require translation services because they are fluent in English.

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.

If we did need oral interpretation services we would contact the DOE for a translator to be provided. If we could not find one in a timely manner we would ask for staff or parent volunteers. All of our signs in our school are in English, if a family can only speak another language, we would contact the DOE for the sign in their native language. If a parent did not speak English, we would contact the DOE and make sure all of the signs in the school were bilingual (safety plan and procedures as well). We would contact the DOE for a translator for conferences and we hopefully find a parent volunteer to help translate on a daily basis if necessary.

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>.

At the time of registration , the school will provide the Bill of Parent Rights and Responiilites . If we do post any sign or send any notifactions home that needed to be translated we would do to the best of ability in their native language. If a parent does have a concern about any of the notifaction requirements we will direct them to go to the Department's website.