



**P.S. 034 JOHN HARVARD**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 034 JOHN HARVARD**  
**ADDRESS: 104-12 SPRINGFIELD BOULEVARD**  
**TELEPHONE: 718-465-6818**  
**FAX: 718-464-9073**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342900010034 **SCHOOL NAME:** P.S. 034 John Harvard

**SCHOOL ADDRESS:** 104-12 SPRINGFIELD BOULEVARD, QUEENS, NY, 11429

**SCHOOL TELEPHONE:** 718-465-6818 **FAX:** 718-464-9073

**SCHOOL CONTACT PERSON:** Pauline Shakespeare **EMAIL ADDRESS:** PShakes@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gwendolyn Brown Walker

**PRINCIPAL:** PAULINE SHAKESPEARE

**UFT CHAPTER LEADER:** Lugeria Lee

**PARENTS' ASSOCIATION PRESIDENT:** Maria Torres

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29 **CHILDREN FIRST NETWORK (CFN):** Children First Network 110

**NETWORK LEADER:** CHARLENE SMITH/Martha Frans

**SUPERINTENDENT:** LENON MURRAY

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Pauline Shakespeare	Principal	Electronic Signature Approved. Comments: Due to summer vacation not all changes have been reviewed by some members of SLT. Modifications will be made in September if necessary.
Andrew Poserow	UFT Member	Electronic Signature Approved. Comments: Rough draft is completed. Changes to LAP, demographics and AIS components will be updated to reflect changes in enrollment and to account for new admits and discharges.

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our vision for the PS 34 community is to bring the cultural richness of the school together to provide the best learning experience for our children.

We strive to ensure that our school is a place where every person is encouraged to achieve the highest standards both academically and socially. Through a combination of dedicated staff, involved parent and community members and an enthusiastic student body, we can overcome obstacles that stand in our way. Our parents, teachers, and administrators are committed to creating a nurturing atmosphere where learning, creativity and participation take place. All students will be given the opportunity to achieve and perform at level 4 in the least restrictive environment. We are moving towards a whole school that can meet and exceed city and state standards in all content areas. Students that graduate from the John Harvard School will benefit from the vast wealth of cultural diversity present in our school. We will develop a community of learners that will contribute to the global society.

Our goal is to guide all PS 34 students including special education and ELL students to achieve their maximum potential through a supportive nurturing school environment, aspiring toward excellence based on the performance standards. Our children's unique needs and talents will be developed so that they will acquire the knowledge and skills needed for citizenship, employment, and lifelong learning. We truly believe that all children can learn by working in a collaborative and collegial school setting, where our goal for each and every child can become a reality.

The John Harvard School is a very diverse community. Families come from Haiti, Jamaica, Pakistan, and the Dominican Republic among other places. The ethnic breakdown of the school is 79% Black, 15% Hispanic, and 5.9 % Asian/others. The majority of the students are eligible for free lunch. Free breakfast is available for all who need it. Approximately 85% of students remain for a whole school year and 12% of the population are English Language Learners.

This school serves approximately 531 students from Pre-K to fifth grade. Twenty seven classes are organized heterogeneously in grades PK-5 (including self contained special education). Forty-seven teachers on staff are fully licensed and certified. 89% of teachers possess a master's degree or higher.

We are Schoolwide Title I funded site. We participate in professional development to educate the staff in many aspects of literacy and in the methodology of differentiated instruction. Programs utilized include Mondo Reading and Assessment, Harcourt Brace Mathematics, Harcourt Brace Science, Discovery Works Science and AIS programs such as Early Success, Great Leaps, Coach, Buckledown Reading and Math Intervention and Rally Test Taking Strategies.

PS 34 has consistently been rated as an "A" school according to the New York Progress Report. Furthermore, Quality Reviews have found PS 34 to be a well developed school with a student-centered curriculum and a motivated and dedicated staff.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot.** Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 034 John Harvard								
<b>District:</b>		29	<b>DBN #:</b>		29Q034	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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 checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		11	19	29			93.1	94	TBD	
Kindergarten		61	54	76						
Grade 1		81	88	83	<b>Student Stability - % of Enrollment:</b>					
Grade 2		80	77	88	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		79	76	69			85.6	91.23	TBD	
Grade 4		89	88	89						
Grade 5		88	86	94	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			88.8	80.7	94.9	
Grade 8		0	0	0						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			20	16	TBD	
Grade 12		0	0	0						
Ungraded		1	0	1	<b>Recent Immigrants - Total Number:</b>					
Total		490	488	529	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	11	7	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		34	34	36	Principal Suspensions		30	10	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		8	9	TBD	
Number all others		17	25	28						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	46	47	50	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	1	11	Number of Teachers	40	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	72.5	75.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	47.5	51.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	89	TBD
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.7	100	TBD
Black or African American	79.2	79.1	75.4				
Hispanic or Latino	14.9	13.1	14.9				
Asian or Native Hawaiian/Other Pacific Isl.	4.5	5.7	6.4				
White	1	1.6	2.1				
Multi-racial							
<b>Male</b>	54.1	48.4	50.5				
<b>Female</b>	45.9	51.6	49.5				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	4	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	77.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	37.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?



Trends have been positive regarding pupil Language Arts achievement. The percentage of children in performance level 1 has been steadily declining. A large number of children are clustered in the mid to upper level 2 range and with more intense effort can achieve level 3.

There is a great concern, however for children who are low level 3 performers, and whose efforts must be sustained to continue positive academic development. Mid and high level 3 performers need to be challenged to achieve level 4s. Subgroups of children in these performance levels need to be identified and targeted for special instruction ranging from remedial to gifted. Additional staff or resources must be devoted to addressing this need.

There also is some concern about fifth grade language arts performance. Six percent of general education students are still far below standards. Small group reading instruction with reading specialist will begin in September. Instruction will be focused around subskills that present the greatest challenge to this population.

One significant barrier to achievement is revisions in state exam format and content. Beginning this year the exam will focus more on writing in grades 3-5. In order to prepare students will alter our language arts curriculum to include daily response writing daily beginning in grade 2 and culminating in higher level critical writing in grade five. Instructional groups will continue during lunch period to address any student needs as determined by skill analysis using Acuity exams.

Another barrier to continued positive achievement is current economic and budgetary constraints. Due to substantial funding changes in house materials will have to suffice to address all students needs. Teachers will have to utilize technology and existing materials creatively to address any and all student needs.

Review of State Exam item analysis, Acuity Exam item analysis and ARIS databases indicates student weakness across the Grade 3 and Grade 5 in the following literacy skills: Higher level writing skills particularly critical and cross comparative writing, Inferencing and drawing conclusions based implicitly stated textual information, contextual clues and related new vocabulary and implied cause and effect relationships. Ongoing analysis of skills sets and student performance will continue using Acuity and teacher created assessments.

Trends have been extremely positive in pupil mathematical achievement. The percentage of children in performance level 1 has substantially decreased. In fact, only one general education student received a level one on the 2010 State Math Exam.

The majority of children is localized in the level 3 range. It will require a more intense effort to help them achieve level 4. There is a great concern that the number of students operating at level 4 is not appreciably increasing. Extra resources and staff must be allocated to address this need.

For children who are low level 3 performers, efforts must be made to sustain positive academic development. Mid and high level 3 performers need to be challenged to achieve level 4. Subgroups of children in these performance levels need to be identified and targeted for special instruction ranging from remedial to gifted.

One significant barrier to achievement is revisions in state exam format and content. Beginning this year the exam will focus more on mathematical process and less on end product in grades 3-5. instruction will be altered to model the thought process and writing associated with mathematical computation. Added emphasis will be given to multi-step problems and using increased systematic written documentation of all solutions.

Another barrier to continued positive achievement is current economic and budgetary constraints. Due to substantial funding changes in house materials will have to suffice to address all students needs. Teachers will have to utilize technology and existing materials creatively to address any and all student needs.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Our goal is to decrease the number of first grade students who do not attain the minimum exit reading level "I" as measured by Mondo Reading Assessment in June 2010 to 2% or less.	<input type="checkbox"/> In 2008-2009 school year. 12% of the grade 1 population did not achieve the minimum exit level in reading by the end of the school year. In 2009-2010 school year, we met the goal of 90% of the grade 1 students achieving the minimum exit level "I" in reading during Mondo Assessment. For 2010-2011, we expect that 97% of our incoming first graders will meet this minimum exit level. This will be a 5 % increase over 2008-2009.  Grade leaders and the literacy coach will ensure that instruction is focused and differentiated according to needs of the students and aligned with assessments. Teachers will attend intraclassroom visits to see model lessons utilizing effective shared reading and guided reading techniques.
<input type="checkbox"/> The goal is improve Reading instruction as measured by a 3% increase in student performance on end term assessments administered to grades 1-5 students in June 2010.	<input type="checkbox"/> PS 34 teachers will receive peer training in how to further differentiate reading instruction. Through a series of year long workshops that will foster self-examination and reflection on reading practices, questioning techniques and creating an environment that promotes and encourages a positive reading experience. Further emphasis will be placed on using Acuity item analysis to guide instruction, enrichment and remediation.
To improve the proficiency levels of all grade 3-5 students as measured by the State ELA exam in June 2009.	Students will show increases of 3% in grades 3-5 including ESL and Special education, in order to achieve level 3 or 4 competencies on the State ELA Exam.



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area**

**Reading**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Our goal is to decrease the number of first grade students who do not attain the minimum exit reading level "I" as measured by Mondo Reading Assessment in June 2010 to 2% or less.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The following steps will be taken to achieve the goal:</p> <p>A reading intervention program will be continued in grade 1. Students involved in this program will be those with scores of less than 85% in oral language, and who failed the letter recognition portion of ECLAS2. Some students who are "not yet on text" will also be included.</p> <p>The number of professional development Lens on Learning workshops provided by literacy Coach will be increased.</p> <p>Weekly professional learning teams will meet during the school day . The focus of professional development workshops will be on a small group instruction to enable teachers to become more proficient in assessing emergent readers in oral language, print concepts, ;setting benchmarks for comprehension and writing; and differentiating instruction to meet the needs of the students on varying reading levels. Teachers will become more proficient in moving from assessment to instruction.</p> <p>The focus of the Extended Day Program in Grade 1 will be on shared and guided reading.</p>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Support: Principal, Assistant Principal, all teachers, coaches, and staff funding:  Tax Levy, Reimbursable funded reading teacher, early childhood grant( small class size)
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Students in grades K-3 will be assessed three times per year using the Mondo Assessment Program. Students reading acuity will be measured in September, January and June.  Students will also be assessed using ECLAS2. Kindergarten students will be assessed only once in January. Grade one students will be assessed twice in October and April/May.  Grade 2 and 3 students are assessed in decoding, reading fluency and comprehension.  Classroom assessment is ongoing and item skill analysis will be a main focus of weekly grade meetings. Teachers will share ideas how to meet specific differentiated needs of particular students and/or groups of students.

**Subject Area**  
(where relevant) :

**Mathematics**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> The goal is improve Reading instruction as measured by a 3% increase in student performance on end term assessments administered to grades 1-5 students in June 2010.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In 2008-2009 school year, six teachers met in a formal weekly training sessions led by the Principal. The year-long series of workshops was titled, "Lens on Learning". The work of these 6 teachers in math instruction was examined very closely. These teachers observed each other during math lessons, held debriefing sessions after each and every lesson and focused on the "how" of what they taught. They were constantly challenged to say "why" they were teaching what."</p> <p>During this year of self-examination there was concrete evidence that achievement levels rose in the classrooms/grades of the teachers involved. These six teachers also reported a significant rise in students' excitement about learning math.</p> <p>In 2009-10 school year, these teachers will become the trainers for the school. They will follow the same trajectory which has been set for them by the Principal the previous year. Their classrooms will become math labs, receiving scheduled visits from other teachers.</p> <p>Classroom teachers throughout the school the will be divided into 3 teams, each led by two teacher trainers. The activities of each training sessions will be prescribed by the Principal and will duplicate the training received by the six trainers.</p> <p>Lab visits</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Support: Principal, Assistant Principal, Math Coach, AIS/Testing Coordinator, Teachers.</p> <p>Tax levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
(where relevant) :

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the proficiency levels of all grade 3-5 students as measured by the State ELA exam in June 2009.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	24	18	N/A	N/A	4	2	6	9
4	24	22	16	5	12	4	4	5
5	28	21	5	12	10	5	5	6
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/></p> <p><b>Small group instruction will be provided 3-5 times per week for a minimum of 30 minutes a day. K-2 students will be instructed using the Early Success Program from Houghton Mifflin. Students in grades 3-5 will use Acuity custom assessments and Focus Reading Series from Curriculum Associates. Students in grades K-5 will also be attending Extended day remediation sessions for 37.5 minutes four times during the week. Additional AIS services will be provided during lunch group instruction Monday-Friday.</b></p> <p>The Title 1 Reading Specialist administers diagnostic assessments to all at risk students. Students are instructed by specialists 3-5 days a week, 45 minutes a day. Instruction centers on reading processes and comprehension strategies. Students are instructed in small groups. Lessons are modeled and instruction shifts from direct to guided and eventually culminating in a more student directed instructional model.</p> <p><b>Students in Grades 3 and 4 will be offered instruction in a comprehensive 6 week preparatory program to prepare them for the city and state exams. Students at level 1 or 2 are targeted for this remedial program. Practice materials are provided and the strategies taught will help students' master key comprehension and test taking skills.</b></p>
<b>Mathematics:</b>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <b>Small group instruction will be provided to targeted students 4-5 times per week during the AIS. Students will use Options Math Assessments, Math Steps, and Focus Math Skills from Curricular Associates.</b></p> <p><b>Extended Day instruction will be offered 4 days a week for 33 minutes per day. Instruction will focus on mathematical skill remediation based on results from Acuity item analysis.</b></p> <p><b>High risk students will also receive lunchtime instruction in small groups from January-April. The content of the remediation will focus on the specific needs of the group and the instruction will be scaffolded to help these students progress to standard level performance.</b></p>

<b>Science:</b>	<input type="checkbox"/> Academic Intervention Services in science will be provided within the science classroom. Grade four and five students are taught using differentiated instruction and grouped according to skill acquisition. The instructor then will spent extra time working with those students that fail to grasp some of the concepts and skills presented.
<b>Social Studies:</b>	<input type="checkbox"/> AIS services in Social Studies will be provided during the Fall to students in Grade 5. During the AIS period Monday to Friday, A small group of targeted students will be provided with extra instruction for five weeks. The social studies teacher will use the New York State Elementary Social Studies Coach book to guide some of the instruction.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <b>The counselor provides at-risk students with one-to-one or small group counseling according to student needs. Students meet with counselor as needed on a daily basis.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Schedule and time permitting, the school psychologist will meet with at-risk students to discuss issues impeding their growth. Due to mandated case load this service is limited.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> At-risk family intervention. ERSSA
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Physical therapists are available part-time to assist students with physical limitations. Through coordination exercises and practice of fine and gross motor skill activities, students can improve functionality in everyday activities. No adaptive PE is currently available.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 53**

**Non-LEP 483**

**Number of Teachers 1 Full time ESL Teacher**

**Other Staff (Specify) 1 F status ESL teacher- twice a week**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The ELL population at P.S.34 is made up of fifty-three children. The program model used at P.S. 34Q for the general education English Language Learners is a free-standing "pull-out" model. A "push-in" model is used for the self-contained special education English Language Learners. P.S. 34 has one full-time and one "F status" certified ESL teachers . The students who scored at these levels on the NYSESLAT/LAB-R receive 360 minutes of ESL instruction weekly. The students who scored at the advanced level on the NYSESLAT/LAB-R receive 180 minutes of ESL instruction weekly.

The beginning ESL groups focus largely on speaking, vocabulary development and familiarity with the conventions of the English language and the culture of the

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

We plan to devote the first twenty minutes of the professional development sessions during the months of September through January to ELL training. The staff will be instructed on how to better educate the English Language Learner. A list of suggestions will be distributed and discussed regarding alternative methods for teaching these children. Sensitivity training will be ongoing.

**Section III. Title III Budget**

**School: PS 34 John Harvard School**  
**BEDS Code: 342900010034**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must</b>	1 Full-time	See budget

<b>account for fringe benefits)</b> - Per session - Per diem	teacher	
<b>Purchased services</b> - High quality staff and curriculum development contracts	Not Available	See budget
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	Not available	See Budget
<b>Educational Software (Object Code 199)</b>	0	none
<b>Travel</b>	N/A	not applicable
<b>Other</b>	None	N/A
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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.

We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLS for the ELL's in our program and an overview of the OTELE report for our school.

We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's

academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We found that the two major

language groups were Haitian Creole and Spanish.

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.

We used our classroom surveys, the inventory of languages from the HLS and the OTELE report to assess the oral language needs of our parents. We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights, and Parent-Teacher conferences. We determined that there was a need for a translator at these and other curriculum events held by the school. A translator will be present at all meetings.

### **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.

The notices announcing school events will be translated into the two major languages occurring in our school. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours including meetings.

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.

We plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy Night, Family Math Night and Parent-Teacher conferences. ELL parent orientation materials will also be provided in their native languages. The notices announcing these events will also be translated into the native language.

This will enhance the parent's understanding of their child's academic performance and how to help improve their child's achievement in school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences and open school week.

We plan to ask teachers, paraprofessionals, and/or school aides to attend these functions.

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>.

PS 34 will fulfill the regulation A-663 by ensuring the translation of PTA notices, monthly calendars and open school invitations. In addition, curriculum night announcements and information about extra-curricular programs will also be translated into the two major native languages.

The parents will understand and be able to plan for all aforementioned activities. The parents will also feel more comfortable attending PTA meetings and curriculum night events. They will also be more aware of the academic standards and the assessments their children are and will be taking. They will become more empowered and understand the importance of communication with their child's teachers and the school.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	370,874	7,824	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3708.74		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	37,088	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100 %

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

We, the administrators, staff and teachers of PS 34 The John Harvard School , strongly believe that teaching is a lifelong process involving students, parents and the school. Countless amounts of research from educators have shown that students' academic success, self-esteem and attitudes about the world around them are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

Therefore the PS 34 Staff and community need parent involvement to play a vital role in helping our students to reach their fullest potential and foster in them a love of learning and education. Furthermore, the partnership that must exist between school and parents will allow for the reinforcement of positive values and structures. In order to facilitate a collegial partnership the following steps must be undertaken to facilitating and maintaining active parental involvement:

1. Plan, implement, assess and, as necessary, revise effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Build the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Continue to encourage parental involvement in the planning of programs and activities within No Child Left Behind Legislation.
  - a. Explain to parents the requirements of these laws in simple, direct and understandable terms.
  - b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely way, in the planning, review, improvement and revision of such programs as mandated by law and regulation ;
  - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Inform and explain to parents the learning goals students are expected to meet as required by New York City, New York State and federal academic achievement standards, and how students progress is measured, as well as provide information regarding the curriculum currently in use at the school;

5. Inform of and provide to parents with any training and materials available to them to help them work with their children;
6. Inform parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
7. Inform them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Include in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

The faculty and staff of PS 34 and the parents will facilitate these steps:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
  - a. Monthly meetings of the general PA membership;
  - b. Monthly meetings of the School Leadership Team;
  - c. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.
2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through
  - a. Regular attendance of parent-teacher conferences;
  - b. Frequent reports to parents on their child's progress;
  - c. Communication with teachers and administration via phone, e-mail and afterschool.
4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its School-Parent Compact component.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

**The partners in our school are the students, parents, teachers, school staff members, and the administration. Through this "Home/School Compact Agreement" these partners commit themselves to a successful and productive educational experience at PS 34. This agreement is based on the values of Honor and Respect. Each partner is expected to honor and respect the other individuals and components of the school.**

### Students:

- Will show respect for all areas of the PS34 buildings and take care of them.
- Will come to class prepared with notebooks, textbooks, pens and pencils.
- Will participate in a positive manner.
- Will follow all rules and regulations set by the school and teacher.
- Will show respect to all adults and students .

### Parents:

- Will actively help their children to fulfill all the items above.
- Will bring their children to school promptly, and pick them up on time.
- Will communicate their concerns first to the classroom teacher, then to the guidance counselor or the administration.
- Will work with their children to advance their education by checking homework and all assignments .

### Teachers:

- Will create a positive classroom atmosphere for all students.

- Will focus on the improvement of literacy during each lesson.
- Will accommodate the individual needs of all students.
- Will notify parents of student’s accomplishments and difficulties in a timely fashion.
- Will be available to meet with students and/or parents to help resolve difficulties that may arise.

**Administration:**

- Will provide a safe, nurturing educational environment for all students.
- Will ensure that the needs of all students, parents and teachers are met.
- Will enforce all disciplinary actions deemed necessary .
- Will meet with students and/or parents to resolve difficulties that may arise .

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.



The trends have been positive regarding pupil Language Arts achievement. The percentage of children in performance level 1 has been steadily declining. A large number of children are clustered in the mid to upper level 2 range and with more intense effort can achieve level 3. There is a great concern, however for children who are low level 3 performers, and whose' efforts must be sustained to continue positive academic development. Mid and high level 3 performers need to be challenged to achieve level 4s. Subgroups of children in these performance levels need to be identified and targeted for special instruction ranging from remedial to gifted. Additional staff or resources must be devoted to addressing this need.

Trends of this data show that the majority of the grade 3 and 5 students are meeting performance level 3 in Language Arts. Many of our children are still clustered in the mid to upper level 2 range and with more intense effort can achieve higher level 3s. There is a great concern, however for children who are low level 3 performers and their efforts must be sustained to continue positive academic development. Mid and high level 3 performers need to be challenged to achieve level 4. Subgroups of children in the performance levels need to be identified and targeted for special instruction ranging from remedial to gifted. Additional staff or resources must be devoted to addressing this need.

Review of the ARIS reporting system and NYSTART databases indicates student weakness across the Grade 3 and Grade 5 in the following literacy skills: Literary terminology and types of writing, character motives, feelings and traits, recognizing author’s purpose, words and phrases in context, main ideas and theme, and sequencing.

Trends have been extremely positive in pupil mathematical achievement. The percentage of children in performance level 1 has substantially decreased. The majority of children is localized in the level 3 range. It will require a more intense effort to help them achieve level 4. There is a great concern that the number of students operating at level 4 is not appreciably increasing. Extra resources and staff must be allocated to address this need. For children who are low level 3 performers, efforts must be made to sustain positive academic development. Mid and high level 3 performers need to be challenged to achieve level 4. Subgroups of children in these performance levels need to be identified and targeted for special instruction ranging from remedial to gifted.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



- Intensive Academic Intervention services for students at-risk of not meeting the standards. During AIS Period and extended day.
- School-wide Balanced Literacy program(MONDO) must involve all classes, including special education and ELL students, in guided reading groups and differentiated reading instruction for 90 minutes daily.
- Professional development must include strategies in differentiated instruction so that teachers are able to meet the needs of all of the learners in their classes. Topics will include data driven instruction, data analysis, grouping for instruction, student-centered instruction, and activity centers to provide meaningful instruction at all grade levels. A balanced approach to literacy will be a big focus. Daily time to read and write will be paramount to this program. Coaches will model sample lessons and related activities.
- Groups of students will be identified and targeted for AIS services using diagnostic, prescriptive, and remedial techniques to ensure academic success. Two full time reading teachers, two ELL teachers and our SBST team will screen and remediate these students depending on need. Some general categories include:
  - Children with Pre-K
  - Children entering Kindergarten or First grade from home
  - Children speaking a language other than English at home
  - For Grades 1-2, additionally, holdovers in Kindergarten or first grade

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.



Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Help provide an enriched and accelerated curriculum.

Meet the educational needs of historically underserved populations.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Are consistent with and are designed to implement State and local improvement, if any.

- o Help provide an enriched and accelerated curriculum.

All instruction will be differentiated from grades K-5. Instruction will be multi-tiered to address high needs as well as gifted students.

Homework will be scaffolded as with instruction. Enrichment assignments are provided or standard curriculum work is modified for each student or group.

Lunch time reading and math groups will provide level 3 and level 4 students with extension activities to address higher level thinking skills and provide opportunities to grow as readers and thinkers.

- o Meet the educational needs of historically underserved populations.

- At PS 34 all subpopulations are given equal time and resources. Programs are available to ELL students, Speech and SETSS students, and full-time Special Education students. Lunch groups, AIS, Saturday Academy, and Extended Day programs are catered around address these specific group needs.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

AIS small group intervention will be provided for the at-risk students through a combination reading and writing program utilizing many forms of literature. The Reading Specialist will meet regularly with students, colleagues, and administrators to review and evaluate specific goals set for the grade 2-5 students. One reading teacher will provide demonstration lessons to grade 4 teachers as needed. Workshops are also provided for teachers and parents in appropriate strategies for developing reading skills.

- o Are consistent with and are designed to implement State and local improvement, if any.

- All reading and mathematical interventions are designed around NYC and New York State standards. Furthermore, units, monthly goals, and annual goals are planned and organized according to State and City standards.

3. Instruction by highly qualified staff.

All classroom teachers are 100% certified in their fields and assigned to PS 34 the John Harvard School.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our best strategy is "Success begets Success". We offer a collegial environment that fosters unity and academic success above and beyond all challenges. Highly qualified teachers see the high standards and the success experienced by teachers, students and parents at PS 34 and they want to be a part of the team.

6. Strategies to increase parental involvement through means such as family literacy services.

PS 34 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

PS 34 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)  
PS 34 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

PS 34 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

PS 34 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

PS 34 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. the State’s academic content standards
  - ii. the State’s student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. PS 34 will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. PS 34 will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. PS 34Q will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our Mondo Reading program accounts for diverse learners coming to Kindergarten. Different teacher focus groups are designed to provide multi sensory learning to transition these young learners from Pre-k to Kindergarten.

Students will also be screened using the ESI-R Inventory. Any learning accommodations will be addressed and targeted within this population.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

New York State Assessments, Acuity Exams, Mondo Benchmark Assessments, ECLAS K-3 Assessments, School Surveys, Teacher and Parent conferencing

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Using Discovery based learning carefully differentiated instruction and plenty of opportunity for remediation allows for all PS 34 students overcome weak skill sets.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
  5. Provide instruction by highly qualified teachers;
  6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  7. Provide strategies to increase parental involvement; and
  8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
5
2. Please describe the services you are planning to provide to the STH population.  Community outreach programs. providing books and materials. Two square meals and snacks.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



# **CEP RELATED ATTACHMENTS**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 034 John Harvard					
<b>District:</b>	29	<b>DBN:</b>	29Q034	<b>School</b>		342900010034

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	19	29	29		93.1	94.0	93.9
Kindergarten	54	76	78				
Grade 1	88	83	93	<b>Student Stability - % of Enrollment:</b>			
Grade 2	77	88	78	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	76	69	85		85.6	91.2	90.5
Grade 4	88	89	76				
Grade 5	86	94	85	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.8	94.9	95.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		20	16	34
Grade 12	0	0	0				
Ungraded	0	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	488	529	526	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	11	7

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	36	43	Principal Suspensions	30	10	12
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	8	9	12
Number all others	25	28	27				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	47	50	TBD				
# ELLs with IEPs	1	11	TBD				

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	40	37	37
				Number of Administrators and Other Professionals	11	11	6
				Number of Educational Paraprofessionals	1	1	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.5	75.7	83.8
				% more than 5 years teaching anywhere	47.5	51.4	67.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	89.0	86.5
American Indian or Alaska Native	0.4	0.2	0.4	% core classes taught by "highly qualified" teachers	97.7	100.0	100.0
Black or African American	79.1	75.4	78.3				
Hispanic or Latino	13.1	14.9	13.3				
Asian or Native Hawaiian/Other Pacific	5.7	6.4	5.3				
White	1.6	2.1	2.1				
<b>Male</b>	48.4	50.5	50.6				
<b>Female</b>	51.6	49.5	49.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	54.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

29Q034

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009 – 2010) LAP narrative to this CEP**

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**Part B: Title II: Language Instruction for Limited English Proficient and Immigrant Students – School Year – 2009 – 2010**

**Form TII – A (1) (a)**

**Grade Level (s) K – 5**

**Number LEP students to be served: 53**

**Non-LEP:**

**Number of Teacher(s) Full Time: 1 Certified ESL**

**Other Staff (Specify) - Per Diem Status Certified ESL Teacher**

**School Building Instructional Program/Professional Development Overview  
Title III, Part A LEP Program**

**Language Instruction Program**

**The John Harvard School is located in Queens Village, a working class section of Southeast Queens. The community as a whole is very diverse. Ten percent of our students are recent immigrants. The majority come from Haiti, Jamaica, Yemen, and the Dominican Republic. The school is comprised of 79.1% African-Americans, 13% Hispanics and 6.7% others.**

**The ELL population at P.S. 34 is made up of fifty-three children. The program model used at P.S. 34Q for the general education English Language Learners is a free-standing pull-out model. P.S. 34 has one full-time certified ESL teacher. Seventeen of our students are at the beginner level and fifteen are at the intermediate level. The students who scored at these levels on the NYSESLAT/LAB-R receive 360 minutes of ESL instruction weekly. The twenty-one students who scored at the advanced level on the NTSESLAR/LAB-R receive 180 minutes of ESL instruction weekly.**

**Based on the program selection forms, we have determined that a freestanding ESL program meets the needs of our ELL population. Several of our students attend our extended day programs to enhance their reading, writing and math skills.**

**The Title III Program:**

**Saturday Academy**

**The third through fifth grade students will attend the Saturday Academy to provide supplemental instructional support for the NYS ELA, Math exams and**

**NYSESLAT.** This program is an eight month program which starts in October and ends in May. The program lasts for three hours on Saturday from 8:30 am to 11:30 am. There are fifty –three English Language Learners in the school eligible for the program. We are serving approximately seventeen students in the Saturday Academy. A fully certified ESL Teacher and a certified common branch teacher will co-teach providing small groups of English Language Arts Instruction using a variety of approaches. Direct instruction, small group, tiered instructional assignments using a differentiated instructional approach to learning and independent practice are some of the strategies and methodologies used to improve achievement with the English Language Learners attending the Saturday Academy. Instructional support is keenly tuned in to data driven instruction (Acuity and ARIS) to support comprehension skills in the areas of: main idea, inference, sequencing, cause and effect, and fact and opinion. The following materials are used in this program to support student learning: Bag-a-Book, Books on tape, Curriculum Associates Books, Chapter books in English and Spanish, and Early Success ELS Readers.

#### **After School Program**

There is also an After School component to the Title III Program at P. S. 34. The Per Diem ESL certified teacher provides supplemental services for the English Language Learners in the content area of English Language Arts. Instructional support is provided using ESL methodologies, techniques and strategies in the following sub skill areas: main idea, inference skills, sequencing, cause and effect and fact/opinion. The fully certified ESL Teacher supports beginner and intermediate students in grades three through five during the after school program. This program is in place for twenty five weeks, Tuesdays, Wednesdays and Thursdays from 3:30pm to 4:30pm (60 minutes). The program is open to all eligible English Language Learners in the school. The program is currently servicing approximately thirteen students. The following materials are used in this program to support student learning: Bag-a-Book, Books on tape, Curriculum Associates books, Chapter books in English and Spanish, and Early Success ELS Readers.

The focus of the support is based on a review of the data (Acuity/ARIS). The data shows that there are a large number of ELLs that score level 2/1 in the area of ELA on the NYS ELA exams. The focus of these instructional support programs is to increase the number of level 3 and 4 students among the ELLs on the NYS ELA and Math exams. The data supports the need for additional support structures based on an analysis of past and recent scores.

#### **Parent and Community Participation Activities:**

Every effort is made to have teacher/paraprofessional translators available at the workshops and programs to support the parents of English Language Learners. Outreach is made by the parent coordinator and ESL teachers to obtain an RSVP from the parents in need of translation services.

The funding allocation for the series of parent workshops will be used to provide materials, and refreshments and food for the parents, children and facilitators.

English Transition Workshops were provided by the Parent Coordinator (at no cost to Title III) on 9/18/09 and 9/19/09. These workshops provided information to the parents on how to support their children at home in order to achieve success at school (exam preparation, websites, library services and suggested strategies). Approximately fifteen parents attended each workshop.

**Parent Workshop, 3/18/10 - Topic: Strategies to Support ELLs – Computer Skills**  
This workshop is designed to support the parents' use of the internet to assist them in surfing the web and finding supportive instructional websites for their children. Parents will also learn how to access student data on DOE website, NYSED website, and ARIS/ACUITY websites to view student data. They will also obtain some basic word processing skills. Approximately twenty –five parents are expected to participate in this very informative workshop.

**Parent Workshop, 3/25/10 – Topic: NYSESLAT Primer**  
The focus of this workshop is to introduce the test and its components to the parents. Test taking strategies will be provided to the parents support the children.

#### **Professional Development Program**

The professional development plan for supporting English Language Learners increase achievement in the areas of ELA and Math is initiated yearly. All classroom teachers, including the Title III teachers, paraprofessionals and support staff will attend all workshops. The following workshops will be provided this year and school staff and/or CFN 4 network staff will facilitate:

**Date: 9/8/09 – Topic: Sensory Development and Testing Accommodations**  
The staff was provided with ESL strategies, methodologies and technologies in order to prepare for assessments. Testing accommodations were explained and the use of bilingual glossaries. The Reading Coordinator/Data Specialist facilitated this workshop

**Date: 11/16/09 – Topic: Response to Intervention for Struggling Learners**  
Strategies for intervention provided to support learners (Tier Models of support, Collaborative Team Meetings, Progress Monitoring and Research Based Interventions).  
An overview of the RTI process was provided to the staff. The Network Specialist facilitated this workshop.

**Date: 11/20/09 – Topic: Interventions for Children with Special Needs**  
The Literacy Coach/Staff Developer provides insight into looking at the strengths and weakness of students and finding accommodations and modifications to support their learning in the classroom.

**Date: 5/17/10 - Topic: Cumulative Evaluation of Testing Strategies for English Language Learners**

The Data Specialist/Reading Coordinator provides the staff with reflective time to review the strategies and techniques used in the classroom. The staff has an opportunity to discuss, reflect, adjust and or modify practices to support struggling learners.

**Date 6/11/10: Topic: Support for Special Needs Children for 2010 – 2011**

In preparation for the upcoming school year, school staff reviews student progress, needs and best practices. The Data Specialist/Reading Coordinator will facilitate this workshop.

**Form TIII – A (1)(b)**

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**School: 29Q034**

**BEDS Code:**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,000.00	Saturday program-per session: 1 of teachers x 15 of sessions x 3 hours x \$ 49.89 = \$ 2,245.05  Per Diem ESL Teacher : 1 of teachers x 50 session x 3 x \$49.89 = \$ 7483.50
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 4,500.00	Step in to Reading Level C 25 copies 179.00 Level D 25 Copies 179.00 Level E 25 copies 179.00  Reading Skill-by-Skill 6 Skill pack scaffolded for ELL students 238.00/set  OPTIONS Breakaway Math Level C 25 copies(10.80 each) 270.00 Level D 25 copies(10.80 each) 270.00 Level E 25 copies(10.80 each) 270.00

		<p>Read,Write,Edit, Listen Grade 2-5(25 copies each grade, 9.85 each) 810.00</p> <p>COACH NYState Jumpstart Grade 3-5(3 sets, 129.00/each) \$387.00</p> <p>CURRICULUM ASSOCIATES Focus Collections Grade collection Grade 3(2 sets at 177.00) 354.00 Grade collection Grade 4(2 sets at 177.00) 354.00 Grade collection Grade 5(2 sets at 177.00) 354.00</p> <p>Reading Connections Book C 25 copies at 6.55 163.75 Book D 25 copies at 6.55 163.75</p> <p>EARLY SUCCESS Replacement Literary Book Titles 175.00</p> <p>Total \$4,521.50</p>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>	0	
<b>Other Parent Involvement</b>	\$ 1,000	Parent Workshop Series, materials: construction paper, paper, pens, folders, markers, discs with computer basics, and copying forms
<b>TOTAL</b>	<b>\$ 20,500.00</b>	



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

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 in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 110</b>	District <b>29</b>	School Number <b>034</b>	School Name <b>The John Harvard</b>
Principal <b>Pauline Shakespeare</b>		Assistant Principal	
Coach <b>Vera Tomaselli</b>		Coach <b>Gwen Brown-Walker</b>	
Teacher/Subject Area <b>Andrew Poserow/Testing</b>		Guidance Counselor <b>Jill Handley</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Diane Marion</b>	
Related Service Provider <b>Hamide Aktas</b>		Other <b>type here</b>	
Network Leader <b>Dr. Smith</b>		Other <b>type here</b>	

### B. 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	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>523</b>	Total Number of ELLs	<b>57</b>	ELLs as Share of Total Student Population (%)	<b>10.90%</b>
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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.
- 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.

At enrollment, our ESL teacher, testing coordinator and parent coordinator administer a Home Language Identification Survey (HLIS) to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. There are bilingual( Spanish and Haitian Creole) paraprofessionals in the building if the need arises.

Once ESL teacher collects HLIS from parents and determine that a language other than English is spoken in a child's home, the child is administered a Language Assessment Battery-Revised (LAB-R) to establish English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Those who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. We notify parents of their child's eligibility for services and provide information and service options. Also, we inform parents of their child's placement.

ESL teacher and parent coordinator make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting forms that indicate the parent's program choice for their child. We provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice along with program availability determines program placement for ELLs.

Because ELL parents often speak a language other than English, we use the translated Departmental materials (brochures, DVDs) as needed. The first orientation takes place within the first ten days of the school year. During this time, we discuss the placement options with the parents. We communicate with the parents in their native language. Additionally, the parents view a video of these options and complete the parent survey and program selection form. We have several other orientation sessions as the need arises. Also we inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. Our parent coordinator and ESL teacher work closely to coordinate school events for ELL parents and deliver information to them in a timely manner. During ELL parent orientation meetings there has been discussion of the programs available throughout District 29. The majority of our new admits have chosen the ESL program as their first choice. Their reasons are that they are anxious for their children to learn English and they feel that this will happen faster if they are in an ESL class.

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Before NYSESLAT, ESL teacher informs parents of the upcoming test and websites that the parents can view sample test questions and get information about the achievement test. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services and can enter all-English monolingual classes. ESL teacher notifies parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year.

## Part III: 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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #



Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
<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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	2	5	3	3	1	2								16
Chinese														0
Russian														0
Bengali			2	2	1									5
Urdu														0
Arabic	2	1		1										4
Haitian	3	6	2	5	5	6								27
French		2	1	1										4
Korean														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
Punjabi														0
Polish														0
Albanian														0
Other			1											1
<b>TOTAL</b>	<b>7</b>	<b>14</b>	<b>9</b>	<b>12</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>57</b>						

## 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 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).
  - e. Describe your plan for ELLs identified as having special needs.

P.S. 34Q currently has 523 students enrolled for the 2010-2011 school year. There are 57 English Language Learners ( ELLs ) which make up 10.9% of our population. The language of instruction is English. We have no Bilingual or Dual-Language programs at P.S. 34.

The program model at P.S. 34 for all ELLs is a freestanding pull-out/push-in model. There is one full-time, fully certified ESL teacher who provides this instruction. The language of instruction is English. The beginner and intermediate ELLs receive 360 minutes of ESL instruction weekly. The students scoring at the advanced level on the NYSESLAT/Lab-R receive 180 minutes of ESL instruction weekly.

The beginning ESL groups focus largely on speaking, vocabulary development and familiarity with the conventions of the English language and the culture of the United States. Scaffolding activities are provided to support learning and are slowly withdrawn as the student gains proficiency in English. Some of the ways we accomplish this is through pictures, poetry, music, puppetry, TPR, role-playing and shared reading and writing. We expose our beginners to a variety of language situations to assure that they maintain a low affective filter.

The intermediate ESL groups focus on reading and writing in the content areas using comprehensible input. A balanced literacy approach is used in this instruction. Many of the methods used with the beginners are utilized here as well. In addition, this group receives intensive instruction in writing mechanics and creative writing. We use Bell Mondo Workshop Model to teach a variety of reading strategies. The literacy coaches assist us in this area.

The ESL teacher prepares the advanced students for the State and City-Wide Exams. The four components of ESL are utilized to drive instruction. We anticipate that these children will exit the program in the near future and will be responsible for taking the required promotional exams. Reading comprehension, usage of advanced vocabulary, grammar and writing are taught through a thematic approach. A variety of subjects are explored to enrich the students' knowledge in social studies and science and engage them in the learning process.

The two major language groups represented here are Spanish and Haitian Creole. We also have several children who speak Arabic and Bengali. In the upper grades we only have eight students that can be considered SIFE, ten special education students with ESL on their

IEPs, four newcomers, and ten students in grades three through five that have been ELLs between three to five years.

English proficiency levels for our ELL population are composed of 43.8% beginners in grades K - 5 with the majority in grade one. The students scoring at the intermediate level are mostly in grades three and four at 21 %. The advanced students make up 35% of the ELL population and these students are in grades kindergarten, two and three.

The students, who are newcomers and rely heavily on their native language, are encouraged to read and write in their native language until they can begin to understand and compose their thoughts in English. Bilingual dictionaries are made available to them and they are encouraged to borrow books in their native language from the school and the public library. They are assigned a 'buddy' who can assist them and translate teacher directions and lesson summaries. In this way we can limit the amount of content learning that is interrupted while they are learning English. During 2010-2011 school year we are planning to help students with Interrupted Formal Education (SIFE) accelerate academic and language development by providing additional instructional time before and after school, as well as in Saturday academies.

The freestanding ESL program is a pull-out/push-in model. It is organized by grade level and proficiency level. Lower grade beginners are grouped together and upper grades are organized this way as well. All groups are heterogeneously grouped. There is a wide range of proficiency levels in each group, at each level. Every child learns at a different rate and the groups reflect this diversity. Instruction is differentiated at all times for all students.

The ESL subgroups are serviced through AIS services, extended day and our Title III program. They are also serviced through differentiated instruction in the general education classroom via guided reading and small group instruction. The workshop model is used in every subject area so that all students' needs are met. When formal assessments are given, extra time for present and former ELLs ( 2yrs. out ), is provided. ELLs with special needs are serviced as per their IEPs.

Through congruence with the classroom teachers and continuous assessment, we determine the needs of the individual children and group them accordingly. Small group instruction using academic rigor, enables the children to get the help they need to advance to the next level. The ESL staff at P.S. 34 will continue to immerse our students in the four components of ESL so that they meet or exceed the ESL Learning Standards.

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

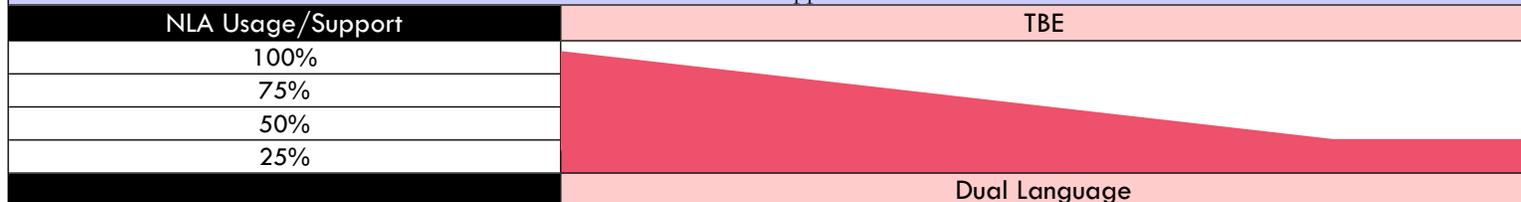
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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 Arts and Native Language Support**

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The freestanding ESL program is a pull-out/push-in model. It is organized by grade level and proficiency level. Lower grade beginners are grouped together and upper grades are organized this way as well. All groups are heterogeneously grouped. There is a wide range of proficiency levels in each group, at each level. Every child learns at a different rate and the groups reflect this diversity. Instruction is differentiated at all times for all students.

The ELL subgroups are serviced through AIS services, extended day and our Title III program. They are also serviced through differentiated instruction in the general education classroom via guided reading and small group instruction. The Workshop model is used in every subject area so that all students' needs are met. When formal assessments are given extra time for present and former ELLs (2 yrs. out), is provided. ELLs with special needs are serviced as per their IEPs.

Students receive all instruction in English with native language support, such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, or the buddy system. The students, who are newcomers and rely heavily on their native language, are encouraged to read and write in their native language until they can begin to understand and compose their thoughts

in English. Bilingual dictionaries are made available to them and they are encouraged to borrow books in their native language from the school and the public library. They are assigned a 'buddy' who can assist them and translate teacher directions and lesson summaries. In this way we can limit the amount of content learning that is interrupted while they are learning English.

The targeted intervention services for ELLs are based on the students' scores on Acuity, Interim assessments, Bell Mondo assessments and teacher evaluation. Most of our ELLs receive AIS services and all stay for Extended Day. Long term ELLs who need assistance in Math receive AIS services as well. Some of these long term ELLs were evaluated and it was determined that they receive Special Education services as well. All students in grades 3-5 were strongly encouraged to attend Saturday school. There they receive additional instruction in ELA and math test taking strategies. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

The NYC interim assessments are used by the school leadership to arrange AIS groups and to focus teacher instruction. The students' weaknesses are targeted by these tests and are pulled out of their classes and/or lunch periods for small group instruction. The ELL interim assessments are used during small group instruction to focus on the student's individual needs and assess areas of difficulty, prior to the administration of the NYSESLAT.

The transitional support is provided for ELLs reaching NYSESLAT proficiency. Teachers are notified of the student's status and testing accommodations are given to these children. AIS services are provided for these students beginning in grade 2 if they are needed. In the younger grades, these students are included in the ESL pull-out program at the advanced level. Every student in grades 3-5 is encouraged to attend Saturday school so that mastery will be achieved on the State assessments. The Bell Mondo reading and writing program lends itself to small group instruction. This program provides tremendous support for all ELLs in oral language and literacy development.

The instructional materials used in our program are print-rich and focus on reading comprehension and writing skills, as well as the content areas. The Rigby series called "On Our Way To English" provides poetry, songs repetition and literacy skills. The writing component also teaches grammar and writing skills using the writing process. Beginners use shared reading and writing, TPR, poetry and music to enhance instruction. The intermediate and advanced groups focus on reading and writing in the content areas using comprehensible input. A balanced literacy approach encompassing writing mechanics, creative writing and reading strategies is utilized here as well. The ESL teacher and classroom teachers coordinate instruction for all the ELLs. The four components of ESL and ESL methodologies are utilized to drive instruction, as are the results of the acuity tests and interim assessments.

The students use the acuity system in the computer lab to practice and prepare for the state assessments. The lower grades use several literacy websites to gain familiarity with the alphabet, literacy skills and reading comprehension strategies. Listening centers are set up in these classrooms to provide auditory input and literacy practice.

### 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)?

Paste response to questions 1-5 here

### D. 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 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.

Staff development is explicitly designed to help teachers and other staff serve ELLs more effectively. P.S. 34 encourages all staff to participate in staff development focused on ELLs. Also, our school provides staff development for teachers and other staff in effective instructional approaches to teaching ELLs and principles of second language acquisition.

The literacy coach from our school will provide three 2-hour sessions for the ESL teacher and the classroom teachers. She will instruct us in the Bell Mondo Reading program and give them an overview of the Writer's Workshop and pacing calendar.

Our school assists the ELLs in making a comfortable transition from elementary-to-middle school. In June, the middle school (I.S. 109) sends a group of students, accompanied by the Assistant Principal and a Guidance Counselor, to our school. At this orientation meeting the

students put on presentation about the different program offered at the middle school. The Assistant Principal and Guidance Counselor review what is expected in regard to proper behavior and attire. After this orientation, the fifth grade ELLs have several class sessions devoted to answering questions they have and discussing the presentation. There is also an evening program for all parents so that they can visit the school and ask any questions that they have.

The professional development plan at our school ensures the receipt of the 7.5 hours ( 10 hours for Sp. Ed. and paraprofessionals) of strategies in teaching ELLs as per Jose P. We plan to devote two hours of the first two staff development days in September and two hours in November for ESL training. The staff will be instructed on how to better educate the English Language Learners. Lists of suggestions and strategies regarding alternative methods for teaching these children will be discussed. Testing accommodations will be explained and bilingual glossaries will be given to teachers and they will be shown how to utilize these on a daily basis. The remaining hours will be spread throughout the year and time will be devoted in January to discussing promotional policies and regulations for ELLs. Sensitivity training will be ongoing.

## E. Parental Involvement

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?

Families of ELLs are encouraged to become involved in their children's schooling. P.S.34 provide and encourage staff who can speak the parents' languages, monthly parents nights, neighborhood meetings with parents, telephone contacts to check on absent students, multicultural awareness activities and parent involvement with counselors in the planning of academic success of ELLs.

The parents of the ELLs will be invited to attend several meetings throughout the 2010-2011 school year. During these meetings, parents will be given updates on their child's progress. ESL teacher and parent coordinator will conduct these meetings with the participating parents. A Spanish-speaking paraprofessional and a Haitian-Creole speaking paraprofessional will join these meetings for translation purposes. We plan to ensure the translation of PTA notices, monthly calendars and open school invitations. In addition, curriculum night announcements and information about extracurricular programs will also be translated into the two major native languages.

The parents will understand and be able to plan for all aforementioned activities. The parents will also feel more comfortable attending PTA meetings and curriculum night events. They will also be more aware of the academic standards and the assessments their children are and will be taking. They will become more empowered and understand the importance of communication with their child's teachers and the school. P.S. 34 sends home specific tasks that parents can do with their children on a regular basis. Parents will develop a routine of expecting the communication and of completing the specific tasks assigned.

We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We found that the two major language groups were Haitian Creole and Spanish.

We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of our parents. We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights, and Parent-Teacher conferences. We determined that there was a need for a translator at these and other curriculum events held by the school.

We plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy Night, Family Math Night and Parent-Teacher Conferences. The notices announcing these events will also be translated into the native language. This will enhance parent's understanding of their child's academic performance and how to help improve their child's achievement in school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences and open school week. Parent support is an integral part of improving and motivating student achievement.

## 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)	3	11	3	4	1	3								25
Intermediate(I)		2	2	3	3	2								12
Advanced (A)	4	1	4	5	3	3								20
Total	7	14	9	12	7	8	0	0	0	0	0	0	0	57

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	1	1	5
4	2	3	2		7
5	3	2	2		7
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			3	2	1		1		7
4	1	2	2		1		2		8
5	2		2	1	2	1			8
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		2	5		2				9
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	1	2						5
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				
Math				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Assessments can provide important information to help guide and inform instruction. Informal assessment consists of the evidence teachers collect in class on a continuous basis to measure the progress of their students in mastering the skills and content taught. It provides continuous feedback to students, teachers, and parents. Each student is compared only to his/her own prior level of achievement.

There are many assessments used in our school. Classroom assessments that are used in all grade K -5 classes are the Bell Mondo assessments. These assessments test oral language, decoding skills, memory skills, auditory discrimination and reading comprehension levels. The interim assessments and Acuity are used in grades 3-5 and grades K-2 use the ECLAS to rate the child's literacy levels. These assessments are used continuously throughout the year to assess and evaluate the students' progress and evaluate the need for small group instruction. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. Extended day support and one-to-one tutoring is provided to students who require additional support to meet standards.

The NYC interim assessments are used by the school leadership to arrange AIS groups to focus teacher instruction. The students' weaknesses are targeted by these tests and are pulled out of their classes and/or lunch periods for small group instruction. The ELL interim assessments are used during small group instruction to focus on the student's individual needs and assess areas of difficulty, prior to the administration of the NYSESLAT.

Upper grade ELLs take the NYS assessments in math, science and social studies. Some of these students take the exams in their native language and some use the English version of the tests. While using the translated versions, the students are able to use the English versions for clarification on certain terms that they don't know in their native language.

ECLAS was administered in October 2010 in grades K- 3 to rate students' literacy levels. ECLAS is an assessment tool used by teachers to observe, record and analyze individual students' literacy behaviors to inform instruction.

LAB-R is the test we use to determine initial entitlement. Students receive instruction in English with native language support in freestanding ESL programs throughout the school year. In spring students take NYSESLAT, a test that measures the English proficiency of ELLs and determines their progress as well as their continued entitlement or exit from entitlement. Since students receive ESL services and other intervention services they are expected to show progress academically. The progress is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades.

The patterns across NYSESLAT modalities - reading/writing and listening/speaking - affect instructional decisions in different ways. We determine to focus on reading/writing strategies more than listening/speaking during 2010-2011 school year. At P.S. 34, the students in need of intervention services are the most deficient in the area of writing. Thus, the following plans for intervention are in place. The "workshop model" of writing will be utilized. Rubrics will be based on the literacy standards. Since this is a balanced literacy approach,

math, also AIS in reading, writing and listening. In addition of these services , P.S. 34 is planning an after school program as well as Saturday Academy to improve performance of ESL, Math and ELA. It is our belief that by scaffolding upon the base of knowledge that each student possesses, success will be imminent.

### 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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		