



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JOHN HARVARD SCHOOL (PS 34)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q034

PRINCIPAL: PAULINE SHAKESPEARE

EMAIL: PSHAKES@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. LENON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Pauline Shakespeare	*Principal or Designee	
Lugeria Lee	*UFT Chapter Leader or Designee	
Marie Missial	*PA/PTA President or Designated Co-President/Parent	
Vera Tomaselli	Assistant Principal	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gwen Brown Walker	Member/ Teacher	
Marisa Frederick	Member/5 th Grade Teacher	
Alisa Walker	Member/ Parent	
Orlene Forrester	Member/Parent	
Megan Ali	Member/Parent	
Elsa Selgado	Member/Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To ensure that all students are engaged in Common Core aligned units of study.

By June, 2013 all students in grades Pre-K – 5 will experience four Common Core aligned units of study. Teacher teams will develop 2 units in math and 2 others aligned to the literacy standards in English Language Arts.

Comprehensive needs assessment

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

Much of previous learning was subject specific and didn't provide for an opportunity for students to use knowledge across the curriculum. Through State and local assessments it was determined that current instruction emphasized literal interpretations of data and was not adequately preparing our students for future life experiences. Evidence can be found on the Progress Report indicating the need to increase the number of students showing more than one year's progress. That is a student who can take the information presented and apply it to new situations.

Evaluations that required functional writing and multi-faceted applications present a challenge to students accustomed to rote and isolated learning content. While students could perform very successfully in subject content, the ability to critique, evaluate, apply and expand on previously learned concepts was not up to exacting standards.

In order to provide a well-rounded interconnected education to our students, we must engage them in meaningful realistically based activities. The interconnectivity and practical-based learning model will allow them utilize previous knowledge and directly assimilate and apply this information to the task at hand. Furthermore these projects will allow the students to explore research and connect their previous and current learning through interactions with peers and their environment. These Core-based projects have with long-term outcomes in mind and their components are intended to work together. Moreover use of multiple content areas in the creation, explanation and application portions of these projects will be paramount.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

1. Frequent professional development sessions to acquaint teachers with requirement from pre-testing through to evaluation.

2. Schedule established for each task. The first one in ELA will take place in October.

Schedule for established tasks is as follows:

Grade 3-5: First ELA Task-October 2012

Grades K-2: First ELA Task November 2012

Grades 3-5: First Math Task December 2012

Grades K-2 First Math Task December 2012

Grades 3-5 Second ELA Task January 2013
Grades K-2 Second ELA Task January 2013

Grade K-5 Second Math Task March 2013

- 3. Scheduled sessions for cross-grade professional learning teams to examine student work.**
- 4. Portfolios of student work will be maintained and assessed periodically**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - 1. Monthly workshops on Common Core Initiatives**
 - 2. Objectives sent home to describe expectations and changes in shift alignment**
 - 3. Monthly meetings with the Testing Coordinator to describe the common core rigor and related activities**
 - 4. Reading and math activities that involve parents and integrate core projects**

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and human resources to implement this action plan from Sept 2012-June 2013 as indicated below:
 - 1. The purchase of instructional materials to support curriculum development during the regular school day in the creation of holistic common core projects.**
 - 2. The purchase of materials for professional development.**
 - 3. The purchase of consumable instructional materials for use during common core projects**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To improve teacher practice through the use of a research based rubric to assess and provide feedback to teachers.

Set the measurable target that will define whether or not you have met your goal.

By June 2013, 75% or higher of teachers will achieve a rating of satisfactory.

Comprehensive needs assessment

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

Through extensive study of the standardized tests, observation, conferencing, and evaluative materials it is determined that in order to advance student achievement to the next level teachers need to use well researched and proven rubrics to assess student work. Furthermore, the use of a clear detailed rubric will allow our teachers to provide clear expectations to the students. Teachers, in turn, get a clear picture as to which students firmly grasp the instructional concept and which students will need further remediation.

A framework is provided when viewing subjective or constructive response based questions that guides instruction and the advancement of learning objectives.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1. Professional development before and after school. Beginning in September during professional development days. Continuing afterschool during workshops and during faculty conferences monthly September 2012-June 2013.

2. Professional learning teams during the school day. These teams meet twice a week during common planning time September 2012-June 2013.

3. Plan for intervisitation. Each teacher will do an intervisitation once per month to one of the mentor classrooms.

4. The use of a research-based rubric to assess teacher performance. Ongoing daily September 2012-June 2013.

5. Frequent feedback to teachers based on a cycle of walk-throughs and observations. A minimum of twice monthly

6. Follow-up visits to classrooms. Once a month if satisfactory. If not more frequent visitations will be scheduled.

7. Snapshot evaluations. Due to the informal nature of this evaluation, timing is on an as needed basis.

8. Student work. Examine student work according to prescribed rubrics Based on conferencing, assessment and observation, teachers will revise instruction based on feedback. This is a weekly if not daily component of the evaluative process.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Monthly workshops on Common Core Initiatives

2. Objectives sent home to describe expectations and changes in shift alignment
3. Monthly meetings with the Testing Coordinator to describe the common core rigor and related activities
4. Reading and math activities that involve parents and integrate core projects

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy Title III, to implement this action plan from Sept 2012-June 2013 as indicated below:

1. The purchase of instructional materials to support curriculum development during the regular school day in the creation of holistic common core projects.
2. The purchase of materials for professional development.
3. The purchase of instructional materials for use as reference and to assist in planning.
4. Per session opportunities for Staff
5. Supervisory per session to support teacher training.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To improve student achievement in literacy in the Early Childhood grades.

Set the measurable target that will define whether or not you have met your goal.

By June, 2013 at least 85% of first grade general education will be proficient at the target level "I" as measured by Mondo assessment materials.

Comprehensive needs assessment

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

It is our belief that early success as a reader is essential for success in educational as well as life pursuits. This is even more important as the rigor and Core standards take effect. While our Mondo and ECLAS 2 assessments show grade 1 students reading, we must ensure as many students as possible are provided with the foundation to be successful. In previous years 75% of our grade 1 students have been able to reach level I on the end term reading assessment. With the increased focus and reliance on early reading skills, we feel the need to increase the success rate.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

1. Intervention program based on assessment done in September.

2. Consistent professional development for teachers. September 2012-June 2013

3. Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

4. Periodic assessments every six weeks.

5. Audits of student reading levels every week

6. Bag-a-Book sent home every night to ensure students have independent level literature to read daily at their respective homes.

7. Teachers monitor progress through Mondo assessments three times annually in addition to weekly running records. Students in teacher focus groups will be changing early and often depending on reading level progress. In addition monthly diagnostic testing will pinpoint areas of focus for specific students.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

1. Monthly activities involving reading as a focus such as pajama night, volunteer readers, Big Chair Reading, etc.

2. Homework that includes sustained reading for 20-30 minutes every night.

3. Instructing parents to read to their children everyday and as often as possible.

4. Inviting parents to see our reading program in action

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2012-June 2013 as indicated below: (This can go in each Service and Program Coordination)

1. Purchase of extensive leveled libraries from picture books to level W. Giving students many choices and opportunities to read and advance. Libraries are purchased in April and supplemented through the school year.
2. Purchase of Mondo Assessment kits
3. Per Session to train teachers in Mondo Reading Program
4. Supervisor per session

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

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

- 1. To improve the performance of the current fourth graders in ELA and Math.*
- 2. Set the measurable target that will define whether or not you have met your goal.*
- 3. At least 65% of the students will achieve levels 3 or 4 in English Language Arts.*
- 4. At least 70% of the students will achieve levels 3 or 4 in Mathematics.*

Comprehensive needs assessment

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

The Common Core Curriculum presents a unique challenge to our testing grade students. In order to promote higher standards nation-wide and provide students with any education that will better prepare them for college and future life, the rigor of the reading and mathematics program has been increased. The depth of knowledge and application skills necessary to demonstrate success is higher than any previous assessment.

To this end, we must provide our students the requisite instruction and foundational skills to succeed on these standardized tests as well as to succeed in all future endeavors.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- 1. Predictive testing. Twice annually Acuity Schedule driven. November 2012 and February 2013*
- 2. Diagnostic Testing Twice annually Acuity Schedule driven October 2012, May 2013*
- 3. Acuity online remediation and enrichment activities- Assigned Daily October 2012-June 2013*
- 4. Monthly workshops for parents and/or caregivers providing a framework and an understanding of educational shifts and the assessment process.- Once a month October 2012-April 2013*
- 5. On-going classroom assessments. Weekly September 2012-June 2013*
- 6. Detailed item analyses of student work and progress. Each teacher examines the Acuity driven Item analysis grades 3-5 and all teachers create item analysis for each and every test. Teachers discuss the results during common planning and revise lessons based on patterns found.*
- 7. Clearly defined and research based rubrics used to assess constructive responses in mathematics and ELA.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Monthly workshops on Common Core Initiatives

- 2. Objectives sent home to describe expectations and changes in shift alignment**
- 3. Monthly meetings with the Testing Coordinator to describe the common core rigor and related activities**
- 4. Reading and math activities that involve parents and integrate core projects**

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2012-June 2013 as indicated below: (This can go in each Service and Program Coordination)

- a. The purchase of instructional materials to support reading and math skill acquisitions during the regular school day.**
- b. The purchase of consumable instructional materials for use during extended day programs, afterschool program, and Saturday School Testing Program.**
- c. Teacher per session and per diem**
- d. Supervisor per session**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Conferencing with teacher weekly, small group functional literacy group Acuity Item analysis(daily extended),	One-to-One and small group Small Group Small group based on weaknesses. Afterschool and extended day	Weekly Weekly Based on quarterly diagnostic and predictive assessments
	Common Core Reading Intervention teacher	3-to-5 times per week in small group setting	Daily to Weekly, September to May
	Test Preparation ELA	Small Classes	Saturday for 3 hours, October-Through March.
Mathematics	Conferencing with teacher	(weekly, AIS period), small group skills Math Study (daily, extended), Whole group	Weekly 5 times a week, AIS
	McGraw Hill Math		2-3 times a week as needed
	Math Steps with teacher (Gr. 3-5, 3 times a week as needed),	Small group	Once a week- 3hours October-

	Test Preparation Math (Saturday School, weekly 3 hours October-March)	Small class size	April
Science	Daily McGraw-Hill Science program	Delivered as a class	Daily, September-June
Social Studies	McGraw-Hill Social Studies, Core Curricular Info Pairs-Mondo	Delivered as a class	Daily, September-June
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed servicing students with IEP's first and filling remaining slots in weekly program	Delivered as a one-to-one, small group depending on service and student specific needs	Daily, a few times a week, twice monthly Available September-June

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- **Requires a recruitment strategic planning team.** Involving all stakeholders in the process gives everyone greater ownership of the process and can make it much more effective. We use a team composed of principal, assistant principal, parent coordinator and several lead teachers. Our planning team develops a clear mission, assesses the needs of our school, and collects data to evaluate the effectiveness of our recruitment/retention plan.
- **Develops marketing and outreach strategies.** Our strategies also should include various media outlets to inform potential teachers about opportunities available in the district. Consider using mediums (print materials, radio, and television) to advertise job vacancies and to highlight positive happenings in the district. Utilize the Internet to post employment opportunities and allow prospective teachers to complete applications.
- **Forms partnerships with traditional teacher education institutions and alternative licensure programs.** Forming partnerships with local colleges and universities is a great way to recruit teachers. We have been participating with Adelphi University in offering many student teaching opportunities during the course of the school year.
 - **Evaluates the hiring process.** The hiring process itself can deter potential teachers from applying if the process is too cumbersome and time consuming. We try to find ways to reduce the amount of time and paperwork that it takes to complete the application and/or hiring process. Having a specific position in mind and focused questions prior to the interviewing process cuts down on unnecessary task time.
 - The leadership that teachers provide in our school is critical to the success of our school. Therefore, it is imperative that our school is staffed with highly qualified effective teachers. During the course of the school year we closely monitor potential staff vacancies via retirements, leaves and/or transfers to give us an appropriate amount of time to recruit the most highly qualified, effective teachers. We recruit highly qualified teachers through the NYC DOE open market, NYC DOE New Teacher Finder and a working relationship with the graduate programs of our local colleges and universities.

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

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

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

PS 34Q John Harvard
PARENT INVOLVEMENT POLICY

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school, **PS 34Q John Harvard**, will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

SCHOOL-PARENT COMPACT

Our school, PS 34Q John Harvard, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

PS 34Q John Harvard

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: John Harvard	DBN: 29Q034
Cluster Leader:	Network Leader: AltaGracia Santana
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: SpringBreak Program
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 1
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The program planned to supplement daily instruction would be designed to maximize English proficiency and student achievement in mathematics and literacy in an after school program targeting 25 students from grades 3-5. The program would be taught in English, with appropriate materials to encourage language development in English. The program would be designed to support and enrich the curriculum in literacy and mathematics. The program will be designed to run 4 days a week(Monday-Thursday), one hour ten minutes a day(3:20-4:30) from October 22, 2012 to April 11, 2013. The ESL teacher will provide the instruction.

A Saturday Academy which will target ELLs in grades 3-5 will commence in January. After reviewing the NYSESLAT scores, the ESL teacher determined that the areas of weaknesses were in reading and writing. The focus of this Academy will therefore be on phonics, writing, grammar and reading comprehension. We anticipate a ten percent gain in these areas. Our target population will be children who scored in both the beginning and the intermediate range of the NYSESLAT.

Assessment will be done on an ongoing basis through the use of teacher made tests. Steck Vaughn Language Exercises and Crosswalk Coach will emphasize grammar and writing skills. BuckleDown will concentrate on reading skills. We anticipate working with twenty-five ELLs. The language of instruction will be English. The duration of the program will be 12 weeks(January 5, 2013 to April 6,2013). The hours will be from 9 - 12. Fully certified ESL teacher will be participating in the program.

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.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: 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 workshops in effective instructional approaches to teaching ELLs, principles of second language acquisition, differentiated instruction and testing accommodations throughout the school year. The professional development plan in our school ensures the receipt of the 7.5 hours (10 hours for Special Ed. teachers/paraprofessionals) of strategies in teaching ELLs as per Jose P. We spent two staff development days in September for training and plan to devote two hours in November for ESL training.

Our literacy coach /staff developer Gwen Brown-Walker, Assistant Principal Vera Tomaselli and ESL teacher Hamide Aktas planned multiple workshops for teachers around the specific needs of ELLs and ways to differentiate instruction for these children and how to weave ESL teaching strategies into existing lessons. The staff will be instructed on how to better educate the English Language Learners. Lists of suggestions and strategies regarding alternate methods for teaching these children will be discussed. Testing accommodations and bilingual glossaries will be given to teachers and shown how to utilize these. The remaining hours will be spread throughout the year and time will be devoted in January to discussing requirements for promotion and the regulations.

P.S. 34 literacy coach / staff developer Gwen Brown-Walker and Assistant Principal Vera Tomaselli are tentatively scheduled for a two hour professional development session for the ESL teacher during December, February and April. They will train the ESL teacher in effective use of materials purchased. The focus will be on improving writing and reading instruction. There will be three professional development sessions. Each one will last two hours from 3p.m. - 5 p.m.

Our testing coordinator Andrew Poserow will conduct another workshop regarding promotion requirements and regulations. Also, we are planning to work with our school psychologist Grace Amundsen, guidance counselor Jill Handley, speech therapists Julia Tomeo and Michael Winkovsky to expand the repertoire of teaching strategies for ESL students classified as "learning disabled" or "speech and language impaired".

ESL teacher will continue to take part in the ongoing professional development provided by the school throughout the year. Sensitivity training will be ongoing.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent involvement is encouraged in our school community. Parents are involved in ongoing initiatives including regularly scheduled PTA meetings, monthly "coffee with the Principal" , "pizza with the Principal" days, and workshops for families in literacy, math and science. We also offer recreational activities for families.

Part D: Parental Engagement Activities

Family participation is strongly encouraged in special events such as Spirit Day, Dance Festival(with a different theme each year), Field Day(with numerous games and sports), Winter and Spring Recorder Concerts, Class Assemblies and African Dance Assembly in which students celebrate their own cultures. Programs centered around local music, dance and the arts help each and every child and their families feel a part of their individual heritage and also a part of the school and wider community.

Also, parents are encouraged to join our Memorial Day celebrations and career day. Our Memorial Day celebration highlights our local veterans, and our career day exposes students to many successful and innovative people in our community.

All these events and workshops are available on our school's monthly calendar. A copy of the calendar are sent home at the beginning of each month so that they can make the necessary arrangements to attend. Also notices announcing these events will be sent home as reminders. The notices will be translated into multiple languages.

Staff members in the school speak Haitian Creole, French and Spanish. They provide translation when needed during workshops and activities. 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.

The parents of the participating ELL students will be invited to attend three meetings during the course of the Saturday Academy. During these meetings, parents will be given updates on their child's progress. ESL teacher will conduct these meetings with the participating parents. The first meeting will be held on January 12, 2013. Expectations, requirements and materials will be discussed. The second meeting will be Saturday, February 9, 2013. Interim assessment will be discussed. March 23, 2013 is our final parent meeting for Saturday Academy.

On April 18, 2013 the parents of ELLs will be invited to attend a parent meeting regarding NYSESLAT. ESL teacher will explain the State ESL exam (NYSESLAT) . Samples of the test will be available for parents to look at. Translators will be available in Haitian Creole and Spanish.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	8000.00	ESL Teacher Per Session M-TH 3:20-4:30 Beginning 10/22-04/11/12 (97 sessions of 70 minutes) +5,680.32 Saturday School (12 Weeks 9am-12pm) 36*\$50.19= 1806.84 Per session Professional Development Reading and Writing and the ESL Student and the Testing Process for ESL children. 5 Workshops 2 hours per(50.19*10)=\$501.90 Total=7989.06
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,250.00	Buckle Down to the Common Core Grade 3 Pack* Grade 4 Pack *Grade 5 Pack =(60*\$9.88)=\$592.80 Crosswalk Coach Reading (60*\$9.89)=\$593.40 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[1,062.00] Total=\$2,248.20
Educational Software (Object Code 199)		
Travel		
Other	960.00	Parent Workshop Series, materials: construction paper, paper, pens,

Part E: Budget

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

Allocation Amount: \$11,200

		folders, markers, discs with computer basics, and copying forms Total=\$960.00
TOTAL	\$11,200	\$11,197.26

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **034**

Cluster: _____ Network:

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.

In order to assess our 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 used classroom surveys. Classroom surveys gave us an idea of languages spoken written and read in students home. 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.

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.

P.S. 34 is located in Queens Village, a working class section of Southeast Queens. The community as a whole very diverse. Approximately 9% of our students are recent immigrants. The majority come from Haiti, Jamaica and the Dominican Republic. The school is comprised of 85% African-Americans, 12% Hispanics and 3.5% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Haitian Creole and Spanish. We also have several children who speak Arabic and Bengali.

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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole and Spanish in house. Written translation is available all the time. The notices announcing events will be translated into two major languages occurring in our school. ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, 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 and Math Nights and Parent-Teacher conferences.

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

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak Bengali, Yoruba, French, Haitian Creole, Spanish and Turkish. Since the two major language groups are Haitian Creole and Spanish, we plan to have interpreters in H. Creole and Spanish during school nights. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents' understanding of their child's academic performance and how to help to improve their child's achievement at 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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them.

We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided.

At the present time we have enough staff members to accommodate our translation needs.

We do have signs in the lobby of our school advertising such services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
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Cluster Leader:	Network Leader: AltaGracia Santana
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Grades to be served by this program (check all that apply):
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<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
Total # of teachers in this program: 7
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of content area teachers: 6

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Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
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Part C: Professional Development

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

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

Part C: Professional Development

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ESL teacher will continue to take part in the ongoing professional development provided by the school throughout the year. Sensitivity training will be ongoing.

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Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent involvement is encouraged in our school community. Parents are involved in ongoing initiatives including regularly scheduled PTA meetings, monthly "coffee with the Principal" , "pizza with the Principal" days, and workshops for families in literacy, math and science. We also offer recreational activities for families.

Part D: Parental Engagement Activities

Family participation is strongly encouraged in special events such as Spirit Day, Dance Festival(with a different theme each year), Field Day(with numerous games and sports), Winter and Spring Recorder Concerts, Class Assemblies and African Dance Assembly in which students celebrate their own cultures. Programs centered around local music, dance and the arts help each and every child and their families feel a part of their individual heritage and also a part of the school and wider community.

Also, parents are encouraged to join our Memorial Day celebrations and career day. Our Memorial Day celebration highlights our local veterans, and our career day exposes students to many successful and innovative people in our community.

All these events and workshops are available on our school's monthly calendar. A copy of the calendar are sent home at the beginning of each month so that they can make the necessary arrangements to attend. Also notices announcing these events will be sent home as reminders. The notices will be translated into multiple languages.

Staff members in the school speak Haitian Creole, French and Spanish. They provide translation when needed during workshops and activities. 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.

The parents of the participating ELL students will be invited to attend three meetings during the course of the Saturday Academy. During these meetings, parents will be given updates on their child's progress. ESL teacher will conduct these meetings with the participating parents. The first meeting will be held on January 12, 2013. Expectations, requirements and materials will be discussed. The second meeting will be Saturday, February 9, 2013. Interim assessment will be discussed. March 23, 2013 is our final parent meeting for Saturday Academy.

On April 18, 2013 the parents of ELLs will be invited to attend a parent meeting regarding NYSESLAT. ESL teacher will explain the State ESL exam (NYSESLAT) . Samples of the test will be available for parents to look at. Translators will be available in Haitian Creole and Spanish.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	8000.00	ESL Teacher Per Session M-TH 3:20-4:30 Beginning 10/22-04/11/12 (97 sessions of 70 minutes) +5,680.32 Saturday School (12 Weeks 9am-12pm) 36*\$50.19= 1806.84 Per session Professional Development Reading and Writing and the ESL Student and the Testing Process for ESL children. 5 Workshops 2 hours per(50.19*10)=\$501.90 Total=7989.06
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,250.00	Buckle Down to the Common Core Grade 3 Pack* Grade 4 Pack *Grade 5 Pack =(60*\$9.88)=\$592.80 Crosswalk Coach Reading (60*\$9.89)=\$593.40 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[1,062.00] Total=\$2,248.20
Educational Software (Object Code 199)		
Travel		
Other	960.00	Parent Workshop Series, materials: construction paper, paper, pens,

Part E: Budget

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

Allocation Amount: \$11,200

		folders, markers, discs with computer basics, and copying forms Total=\$960.00
TOTAL	\$11,200	\$11,197.26