

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: JOHN HARVARD PS 34Q
DBN (i.e. 01M001): 29/Q/34
Principal: MRS. PAULINE SHAKESPEARE
Principal Email: PSHAKES@SCHOOLS.NYC.GOV
Superintendent: MR. LENON MURRAY
Network Leader: MS. JOANNE JOYNER-WELLS, ED.D

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Pauline Shakespeare	*Principal or Designee	
Lugeria Lee	*UFT Chapter Leader or Designee	
Tasheka Pryce	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nadine Nadir	Member/ Parent	
Mireya Lopez	Member/ Parent	
Nubia Guerrero	Member/ Parent	
Nandranie Niranjani	Member/ Parent	
Diana Perrone	Member/ Teacher	
Marisa Frederick and Vera Tomaselli	Member/ Assistant Principals	

**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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, there will be a 25% increase of teachers meeting effective or highly effective in Domain 3 components b, c, d and Domain 4 component e based on the HEDI rating of the measure of teacher practice.

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.

Our MOTP data from 2013-2014 indicates that 55% of our teachers were rated effective/highly effective in domain 3 and 50% of teachers were rated effective/highly effective in Domain 4, therefore this impacted student achievement by students not demonstrating significant growth as demonstrated by MOSL assessment.

Instructional Strategies/Activities

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

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

1. Funding was allocated to bring a staff developer on board who will be able to support administrators in providing professional development for teachers in planning and executing rigorous and coherent instruction.
2. Support will be provided by administration and staff developers to improve the level of instruction for the teaching staff and to increase student performance.
3. The cabinet meets to discuss the progress of teachers based on the informal and/or formal observations of the teacher evaluation system to provide professional development in areas of instruction and how teachers are developing professionally as well as review student data to determine student growth.

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

1. Administration and staff developer
2. Administration, staff developer and teachers
3. Administration, staff developer, teachers

4. Administration, staff developer

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

1. The role of the staff developer is to meet with teachers weekly, co-teach with teachers, model lessons, reviews plans, and analyze student work. She also pushes in to classrooms to assist with assessments and classroom management as well as provide professional development to teachers. Through the work of the staff developer teacher's ratings in instruction should increase.
2. Administration will observe teachers formally and informally to improve the level of instruction to increase student performance as well as provide feedback in a timely fashion with the teacher's strength and next steps.
3. Administration and teachers will analyze student data in reading, writing and math to determine the percent of student growth and set goals for student progress.

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

1. The staff developer is available daily from September through June.
2. Observations are on-going throughout the school year. Data from observations is analyzed by administration every 2 months after each observation rotation.
3. The cabinet meets weekly to discuss the needs of the teachers to determine professional development as well as monthly to review student's growth.

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

1. Staff developer to help in designing rigorous instruction using our workshop model and meeting student's needs by analyzing student's assessments with teachers.
2. The Danielson Framework as well as the DOE evaluator form will be used to rate teachers observations formally and informally.
3. Mondo reading assessments are administered throughout the school year. MOSL baseline was administered in the fall in writing and math. Chapter tests are administered at the end of each unit in math as well as mid-year unit reviews and end of the year review.

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).

Parent workshops weekly on instruction for students in Kindergarten through fifth grade.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, at least 75% of all English Language Learners will show improvement in their speaking skills measured by the results of the NYSESLAT assessment.

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 data from the NYSELAT showed that our English Language Learners scored extremely low in this area of the assessment, only 3% met the required criteria, and therefore additional support was needed.

Instructional Strategies/Activities

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

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

1. Daily one on one and group conversations in grades kindergarten through fifth grade with ESL teacher to promote conversation.
2. Let's Talk About It Program from Mondo in which students develops oral language skills during the literacy block in grades kindergarten through fifth grade with the classroom teacher as well as ESL teacher.
3. Classroom teachers incorporate daily shared reading lessons in grades kindergarten through grade 2 in which choral reading is incorporated in reading different genres.
4. A variety of instructional discussion strategies will be implemented in all content areas.

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

1. ESL teacher
2. Classroom teachers and ESL teacher
3. Classroom teachers and ESL teacher
4. Classroom teachers and ESL teacher

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

1. The ESL teacher created daily checklists which include an observational assessment checklist, as well as an oral language rubric to determine strengths and areas of improvement for ELL students in their daily speaking skills.
2. Mondo oral language assessments are administered to track student growth.
3. Classroom teachers and ESL teacher conduct daily shared reading lessons which requires teachers to write anecdotes and comments for future instruction to determine student progress and next steps in instruction. Teachers confer and provide feedback to students.
4. Teachers analyze conversation and responses of students during turn and talk as well as show and tell.

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

1. Ongoing as well as interim assessments at the administered September, January, March and June.
2. Mondo oral language assessment is administered bi-monthly.
3. Daily assessment of students from September through June.
4. Daily assessment from September through June.

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

1. Daily general conversations using oral language prompts.
2. Mondo oral language charts in which a large picture is displayed and the students discuss the picture as well as write sentences about the picture.
3. Enlarged text in which the students read and comprehend a variety of genres which students answer differentiated questions.
4. Daily anecdotes and rubrics to determine child's strengths and weaknesses to determine next steps for student's language developments.

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 principal, Mrs. Shakespeare, offers English classes to our non-English parents on a weekly basis.

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
x							

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

For the 2014-2015 school year, all teachers (100%) will provide effective feedback to students to improve student performance in ELA and math and monitor student progress through ongoing assessment

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.

This goal is based on the feedback from our Quality Review in which it was indicated the school needs to deepen its use of rubrics by aligning them across grades to provide clear expectations and self-assessment opportunities for students while enabling teachers to provide next steps for students to improve work quality.

Instructional Strategies/Activities

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

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

1. One on one writing conferences during the writing block to provide a teaching point and set writing goals for students.
2. Provide feedback to students in a timely fashion so the child knows what he/she is doing correct or incorrect in writing and math.
3. Creating rubrics for different writing genres and using rubrics for teachers to assess students writing and provide feedback to students.
4. Creating rubrics for students to assess their own work as well as the work of their peers.
5. Professional development will be offered focusing on how to use rubrics to create student feedback and promote conversation.

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

1. Teachers
2. Teachers
3. Teachers, staff developer, administration
4. Teachers, staff developer, administration
5. Staff developer, administration

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

1. Using the six traits of writing and the developmental stages of writing through Mondo to know where students are in writing.
2. Using anecdotes from conferences to determine mini-lessons or small group work.
3. Using rubrics at the beginning of each writing unit so students know the expectations of each piece of writing as well as how students will be graded on a specific writing piece. The rubrics will help determine the next steps for student improvement in work.
4. Students assess their own work by using a checklist as well as checking the working of a partner.
5. The staff developer will give professional development on how to create a rubric for specific genres and how to confer with students in writing and math.

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

1. Ongoing: September through June
2. Weekly conferences with each child
3. Monthly rubrics created for each genre
4. Monthly overall score in writing and next steps planned daily
5. Ongoing: September through June

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

1. Writing conference sheets
2. Verbal and written feedback to students
3. Rubrics based on the common core learning standards
4. Self-assessments checklists for writing so students can monitor their own learning
5. Professional Development

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).

Our Parent Coordinator will facilitate workshops for parents focusing on rubrics and how they are used to support learning in the classroom.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups
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1.

B. Key personnel and other resources used to implement each strategy/activity
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1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
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1.

D. Timeline for implementation and completion including start and end dates
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1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.
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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>Reading block design for students in grades kindergarten through fifth grade includes a small group instruction period in which teachers meet with students for instruction based on students individual needs from assessments in reading.</p> <p>Grade 4 students have a morning ELA program.</p> <p>ELA intervention in grade 5 during lunch.</p> <p>ELA intervention grade 3 lunch groups.</p>	Small group instruction	During school and before school
Mathematics	<p>Math lessons designed for students in grades kindergarten through fifth grade includes differentiated partner work.</p> <p>Grade 4 students have a morning math program.</p> <p>Math intervention in grade 5 during lunch.</p> <p>Lunch groups for grade 3.</p>	Small group instruction	During school and before school
Science	Science clusters for grades kindergarten through fifth grade teacher in the workshop model where students are taught using differentiated instruction and are grouped according to skill acquisition.	Small group instruction	During school
Social Studies	AIS services are provided in the classroom. Students are taught using differentiated instruction and grouped according to skill acquisition.	Small group instruction	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	A second guidance counselor was hired for the 2014-2015 school year. The guidance counselors provide at-risk students with one-to-one or small group counseling according to student's needs.	Small group and one on one	During the school day

	<p>A physical therapist is 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 every day activities.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are required to be leaders in educational theory and practice. All work will reflect the highest level of performance standards. New teachers will be drawn to a cohesive innovative and high quality education model. New teachers are provided with school-based mentor, given the opportunity to observe highly effective teachers, and one on one development with the staff developer.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Danielson Framework and common core curriculum tasks are integrated via school based professional development as a yearlong unfolding model to advance instruction and increase student achievement. Staff members are also offered district-wide/city wide professional development throughout the school year In order to deepen their knowledge base, enhance instructional practice and increase student achievement.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Programs at night to encourage and promote literacy for families. Professional Development of research and methods Consumable instructional materials

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Align curriculum to common core standards Prekindergarten students are involved in our school activities as well as evening activities such as pajama night Kindergarten orientation is scheduled in Spring for pre-kindergarten parents to attend

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP)

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 at PS 34. 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 policy at PS 34 is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.; Our Parent Coordinator is Eshon Brewer and her email is: Ebrewer2@schools.nyc.gov
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

DBN: 29Q034

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that 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.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$263,805.30	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$151,055.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,585,500.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing 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* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all 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.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) 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. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: John Harvard	DBN: 29Q034
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 35
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: _Our Title III supplemental program is designed to maximize English proficiency and student achievement in mathematics and literacy. This program will take place before school and will target 35 students from grades 3-5. The program will be taught in English, with appropriate materials to encourage language development in English. ELLs are held to the same high expectations outlined in the CCLS. The goal of this program is to support and develop literacy and math skills in order to prepare ELLs for the high expectations of the standards and become college and career ready. The program will take place four (4) mornings a week (Monday-Friday), 45 minutes a day (7:30-8:15) from Novemeber 2014 through April 2015 (14 weeks). Two (2) certified ESL teacher and a licenced Common Branch teachers will provide the instruction. One (1) of the certified ESL teachers will work with the Common Branch teacher using ESL strategies to support the content being taught by the CB teacher. The ELL teacher will focus on academic langauge and using lingustic frames to support speaking and writing development. This group will have 20 students and will consist of Newcomers, Beginner, and Intermediate ELLs. Having two (2) teachers in the class will support the language development of these students. The other certified ESL teacher will work with fifteen (15) Advanced ELLs and Former ELLs who have tested Proficient on the NYSESLAT within the past two years.

After reviewing the 2014 NYSESLAT scores and AMAO indicator tool, the ESL teacher determined that the modalities of weaknesses were in reading and writing. It was also determined that many of the 4th and 5th grade ELLs are in-danger of becoming Long Term ELLS (LTE). Therefore the students will be divided into 2 groups based on their current NYSESLAT level and Years of Service. The focus of this program will be differentiated based on the diverse needs of learners within our ELL population. Assessments will be done on an ongoing basis and drive the instruction. The Focus Collection is a set of interdisciplinary non fiction texts the teachers will use to strengthen ELLs comprehensions skills. Crosswalk Coach will emphasize grammar and writing skills, such as using text evidence to support responses. BuckleDown will concentrate on reinforcing math concepts and skills.

Part C: Professional Development

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

Begin description here: Professional learning for the three (3) Title III teachers will take place monthly (November-March) for one (1) hour sessions. These sessions will be on Wednesday afternoons from 2:45-3:45. The Professional Learning will be conducted by Assistant Principals, Vera Tomaselli and Marisa Fredrick. The goal of the sessions will be to learn and reflect on "best practices" that meet the needs of ELLs. Topics to be covered are: Using data to plan instruction for ELLs; Scaffolding strategies for ELLs, Questioning Strategies for ELLs; Building Academic Language for ELLs; and Using writing frames to support ELLs in the writing process. The ESL teacher will also have the opportunity to share additional strategies and resources that she learns about at the monthly Network ELL Liaison Meetings. Furthermore the teachers will have the opportunity to attend Professional Learning opportunities offered by the Division of English Language Learners.

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.

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

Part D: Parental Engagement Activities

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 four (4) meetings during the course of the Title III program. During these meetings, parents will be given updates on their child's progress. The three (3) teachers will conduct these meetings. The first meeting will be held in November 2014. Expectations, requirements and materials will be discussed. The following meetings will be in January 2015, February 2015, and March 2015. The topics for these meeting will be engaging, educational, and informative. Parents will learn about the process of learning a second language and receive materials to support their child at home. The parents will also learn about state assessments and their importance in the education of their child. Sample exams will be given to the parents. 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: \$11200

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 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 34
School Name THE JOHN HARVARD ELEMENTARY SCHOOL		

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

Principal PAULINE SHAKESPEARE	Assistant Principal VERA TOMASELLI
Coach	Coach
ESL Teacher HAMIDE AKTAS	Guidance Counselor JILL HANDLEY
Teacher/Subject Area KELLY DOLAN	Parent type here
Teacher/Subject Area type here	Parent Coordinator ESHON BREWER
Related Service Provider type here	Other MARISA FREDERICK
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	542	Total number of ELLs	50	ELLs as share of total student population (%)	9.23%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	48	0	6	2	0	0	0	0	0		50

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	48	0	6	2	0	0	0	0	0	50
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	6	5	3	2								23
Chinese														0
Russian														0
Bengali			1			3								4
Urdu														0
Arabic				1		2								3
Haitian	2	2	4		6	1								15
French					1	1								2
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other				2										2
TOTAL	7	5	11	8	10	9	0	50						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	2	3	2	2	4								19
Intermediate(I)		2	6	3	3	3								17
Advanced (A)	1	1	2	3	5	2								14
Total	7	5	11	8	10	9	0	50						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	3	0	0	8
4	3	3	1	0	7
5	6	2	1	0	9
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	4	1	1				9
4	1	0	5	0	1				7
5	7	5	2	0	0				14
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	1	0	4	0			7
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 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.

ECLAS is administered at the beginning of school year 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The progress is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades.

According to 2013 NYSESLAT results 2 students out of 50 scored proficient and exited the ESL program. 6 students moved up a level; 14 students stayed at the same level. The majority of the students who scored Beginning on LAB-R moved up a level or two on NYSESLAT. Data shows that our ELLs are gaining proficiency and improvement.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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 2013-2014 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, assessment will be done individually through conferencing. The ESL program has been aligned with the new comprehensive core curriculum in both literacy and math. Our literacy coach will work in conjunction with our ESL teacher enhancing instruction. Double periods of ESL instruction will be given to many of our students. Our school based support team, guidance counselor and our resource room specialist will work with individuals as well as small groups based upon the students' need. All ELLs will receive small group, targeted instruction via Title I programs for ELA, Math and ESL. Those students who have low NYSESLAT scores will receive differentiated instruction in reading, writing, and 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.

4. For each program, answer the following:

- 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?

a) Looking at the data from the ELA 2013, we can see that 8 students scored Level 2, and 2 students scored Level 3. On the state Math test 2 students scored Level 3, and 12 students scored Level 2. On the state Science test the majority of fourth grade ELL students scored Level 3, only 1 student scored Level 2. Upper grade ELLs take the NYS assessments in math and science. Some of the 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.

b) 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 for small group instruction.

c) 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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. For the upcoming school year we are planning to monitor the progress of students at least

once a month, and use the data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams will design an intervention plan. We will provide training for teachers on how to collect and interpret student data on reading efficiently. Data-driven decision rules will be developed for providing differentiated instruction to students at varied reading and language proficiency levels for part of the day. Peer- assisted learning activities will be planned and organized carefully. Instruction will address both the social and academic aspects of working with a peer. Activities will focus on simple routines for lower grades, and vocabulary, reading practice and comprehension skills for the upper grades.

6. How do you make sure that a child's second language development is considered in instructional decisions?

A child's second language is considered in instructional planning by:

- careful lesson planning; well-written objectives promote language acquisition. Language objectives should support the content objectives, and it is important that learner tasks are aligned with the objectives.
- collaboration; classroom teachers and ESL teacher plan lessons together. This type of collaboration help classroom teachers learn more about second language acquisition.
- content-based ESL service; teachers use a variety of instructional techniques as a way of developing second language, content, cognitive and study skills through thematic units.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

To evaluate the success of our program for ELLs we review formal and informal assessments. Formal assessments are New York State ELA and Math Tests, NYS Interim Assessments, ELL Interim Assessments, Acuity and NYSESLAT. Informal assessments portfolios, teacher-made tests, teachers' observations. For oral communication and reading we use performance-based assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At enrollment, our certified ESL teacher, Hamide Aktas, and our staff developer, Marisa Frederick, are responsible for conducting the initial screening. Staff members speak Haitian Creole, French and Spanish and provide translation if needed. The ESL teacher or the staff developer conduct informal interviews with parents and students to make sure that Home Language Identification Survey (HLIS) is completed accurately. The HLIS is given to parents of students entering NYCDOE system for the first time in their own language if available. LAB-R eligibility is determined by the results of HLIS. Copies of all new admits' HLIS are kept on file in the General Office.

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 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. Students who meet the LAB-R cut scores are not entitled for services and receive Non-Entitlement Letters. Students who are identified as ELLs receive Entitlement Letters informing parents of entitlement and also inviting them to a parent orientation. 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.

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.

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.

The first orientation takes place within the first ten days of the school year. During the parent orientation, parents watch a video provided by the DOE and are informed of different programs available in the New York City School System; Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language. Parents have the opportunity to ask questions. Bilingual staff members are available at the meeting to answer questions. Materials are distributed in different languages, and refreshments are served.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the meeting the Parent Survey and Program Selection Forms are explained to the parents and are encouraged to fill the form out. For parents who are unable to attend the parent orientation meeting another orientation date convenient to them is arranged by the ESL teacher so that they can watch the video and complete the form. For parents who cannot attend the meeting or do not complete the Program Selection Form after multiple attempts, by default the students are placed in a TBE program as per CR Part 154. Since P.S. 34 does not have a TBE Program those students are placed in the Freestanding ESL program. ESL teacher works carefully to ensure that Parent Surveys and Program Selection Forms are returned and are accounted for. Copies of the forms are kept on file with the ESL teacher.

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. Once parents complete and return The Program Selection Forms, Placement Letters are sent home informing parents of the program their child is placed in. For parents who choose a program that the school does not offer a list of schools that offer the chosen program is given and transfer options are informed. All ELLs are placed in a program within the first ten days of enrollment. Since ELL parents often speak a language other than English we use the translated Departmental materials (e.g. brochures, DVDs) as needed.

The first orientation meeting takes place within the first ten days of the school year. During this time we discuss the placement options with the parents. Bilingual staff members are available at the meeting to communicate with the parents using their native language. Additionally the parents view a video of these options in their native language 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, and/or through informational packets. Our parent coordinator and ESL teacher work closely to coordinate school events for ELL parents and deliver information in a timely manner.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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. NYSESLAT is a secure test. It is stored and maintained in a secure location. An inventory of test materials is conducted as soon as after delivery. There are four subtests; speaking, listening, reading and writing. Speaking subtest is administered individually and scored simultaneously by a teacher other than the student/s ESL or ELA teachers. After Speaking, Listening, Reading and Writing subtests are administered . K-2 students mark all answers in their text booklet. A teacher or aide transcribes answers onto the answer sheets. NYSESLAT items are scored holistically by a rating team. 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. Also ESL teacher prepare answer documents and the test room. 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.

Based on NYSESLAT results students who scored Beginning/Intermediate/Advanced levels receive Continuation Letters informing of continued services in the program. Students who scored Proficient receive Non-Entitlement/Transition Letters informing of discontinued services. These students receive transitional support and testing accommodations for the state teste for two years. Copies of all letters (entitlement, non-entitlement, placement and continuation) are kept on file in the ESL room.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  During ELL parent orientation meetings there has been a discussion of the programs available throughout District 29. 100% of our ELL families have chosen the Freestanding English as a Second Language 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. Also, at the orientation meeting ESL curriculum and the state mandates for the ELLs are explained to the parents by the ESL teacher and the curriculum developer/ coach.

Based on the parent choice trends on the Parent Survey, the school's language is in alignment with parent choice and program offerings.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) The organizational model at P.S. 34Q for all ELLs is a Freestanding English as a Second Language pull-out model.
 - b) The program model 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. The language of instruction is English. There is one full-time fully certified ESL teacher who provides this instruction. We have no Bilingual or Dual Language Programs.
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)?

Mandated number of minutes are provided to each student according to his/her proficiency level. Based on LAB-R and NYSESLAT results the Beginner and Intermediate Level ELLs receive 360 minutes of ESL instruction per week . The students scoring at the Advanced Level receive 180 minutes of ESL instruction per week and another 180 minutes of ELA instruction with the classroom teacher.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The Beginning Level 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, shared / guided reading and writing activities. 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 four components of ESL are utilized to drive instruction with the Advanced Level ELLs. Reading comprehension, usage of advanced vocabulary, grammar and writing are thought through a thematic approach. A variety of subjects are explored to enrich the students' knowledge in social studies and science and engage them in a learning process.

Assesments are done individually through conferencing. Rubrics are based on the Literacy/ Common Core Learning Standards. The ESL program has been aligned with the Common Core Curriculum in both literacy and math. Literacy coach works in conjunction with the ESL teacher as well as classroom teachers of ELLs enhancing instruction. All teachers of ELLs in P.S. 34Q respect and build on the language and culture of ELLs by leveraging the linguistic and cultural resources they bring to the classroom. Also, teachers include different types of communicative activities embedded in academic settings and promote quality interactions by grouping and regrouping ELLs and English-proficient students regularly to maximize instruction and learning opportunities.

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

The students who are newcomers rely heavily on their native language and are encouraged to read and write in their native language until they can begin to understand and compromise 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 area learning that is interrupted while they are learning English. Bilingual paraprofessionals also available if need arises.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All teachers of ELLs and the ESL teacher model the consistent use of academic language when speaking with students and ensure that students are given enough support to listen for and produce spoken academic language. Under the Common Core State Standards, reading focuses on using increasingly complex text and places on a greater emphasis on students reading informational text while still including fiction. ELLs may not often possess the same background knowledge as English proficient students. As a result teachers need to be aware of their ELL's familiarity with the background necessary to comprehend the texts they read and build background while not detracting from students' experiences making meaning of text. In the classrooms we are planning regularly group and regroup ELLs and English Proficient students to maximize instruction and learning opportunities. We will use rubrics that integrate ELA and ESL performance standards for writing. Also, we will support the development of the language practises needed to engage with the content found in the Common Core State Standards, and include different types of communicative activities embedded in academic settings and promote quality interactions. ELLs focus on oral language. Scaffolding activities are provided to support learning and are slowly withdrawn as the students gain proficiency in English. The four components of ESL are utilized to drive instruction. Reading comprehension, usage of advanced vocabulary, grammar and writing are thought a thematic approach.

6. How do you differentiate instruction for ELL subgroups?

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

ELL subgroups 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. P.S. 34 provides differentiated instruction to students at varied reading and language proficiency levels. Peer-assisted learning activities are planned and organized carefully, instruction address both the social and academic aspects of working with a peer.

a) During 2013-2014 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 Saturday Academy. These students will be supported through AIS services, extended day and our Title III program. They will also be serviced through differentiated instruction in the general education classroom via guided reading and small group instruction.

b) Our focus for ELLs who have been in US schools less than three years of ESL instruction is to provide reading comprehension, vocabulary development and familiarity with the conventions of the English language and the culture of the United States. Beginner and Intermediate level students are grouped to emphasize heterogeneous groups and differentiate instruction. Advanced level students are

grouped together; however, the instruction will be differentiated according to multiple learning abilities.

c) Our focus for ELLs receiving service 4 to 6 years will be on reading and writing. We are planning to support reading and writing in the content areas using comprehensible input. NYSESLAT results indicate that majority of our ELLs have difficulty in writing. These students will continue to receive at-risk supports such as extended-day programs, after school program, and Saturday Academy.

d) Our plan for long-term ELLs (completed 6+ years) will receive AIS services, and all will stay for extended day. These students will strongly be encouraged to attend Saturday School. There the students will 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 strategy focused on helping them to achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

e) Our plan for former ELLs will be on transitional support. Classroom teachers will be notified of the student's status and testing accommodations. Extended time will be available to former ELLs (2 years out). In the younger grades former ELLs will be included in the AIS services if needed. Former ELLs in grades 3-5 will be encouraged to attend Saturday School so that mastery will be achieved on the State assessments.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A careful review of the IEP for ELL-SWD is necessary in order to assure that correct language instruction is being provided. Appropriate materials (ESL textbooks to support writing, learner dictionaries, dual language dictionaries, speaking and listening resources, test prep resources for NYSESLAT, ELA and Math tests, and leveled story books both in native language and English) will be used in accordance to their educational plan. Teachers of ELL-SWDs use Bell Mondo reading and writing program which lends itself to small group instruction in lower grades. This program provides tremendous support for all ELL-SWDs in oral language and literacy development. The workshop model is used in every subject area so that all students' needs will be met. Small group instruction using academic rigor enables the children to get the help they need to advance the next level.

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

ELLs with special needs are provided with support in the least restrictive environment according to their IEPs. This may mean that the students are mainstreamed for certain content areas and provided with a more restrictive environment depending on the IEP. Common Core Standards will be incorporated into curriculum maps, grade conferences, and units of study Writing will be supported by guided writing, and daily writer's journals. Teachers will continue to use Guided Reading daily in the classrooms. Level 1 (State Tests) students will receive AIS small group instruction for a minimum of 3 times per week. Level 2 students will be the target group for extended day, after school, and Saturday Academy programs. Level 3 and 4 students will participate in enrichment opportunities during and after school. Individual student goals will be created and utilized when planning lessons and delivering instruction so that all needs will be met. ELL-SWDs will be invited to participate after-school program. This program will focus on writing and ELA comprehension strategies. It will also increase time on task for individual and differentiated instruction. Assessment folders (classroom teachers, AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study. Student work and portfolios will be monitored for growth and utilizing rubrics, NYS ELA standards three times during the academic school year. P.S. 34 Q has an eager staff ready to service our ELL population. It is our belief that scaffolding upon the base of knowledge that each student possesses success will be imminent.

Courses Taught in Languages Other than English 

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

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

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

Courses Taught in Languages Other than English

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

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

Science:				

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

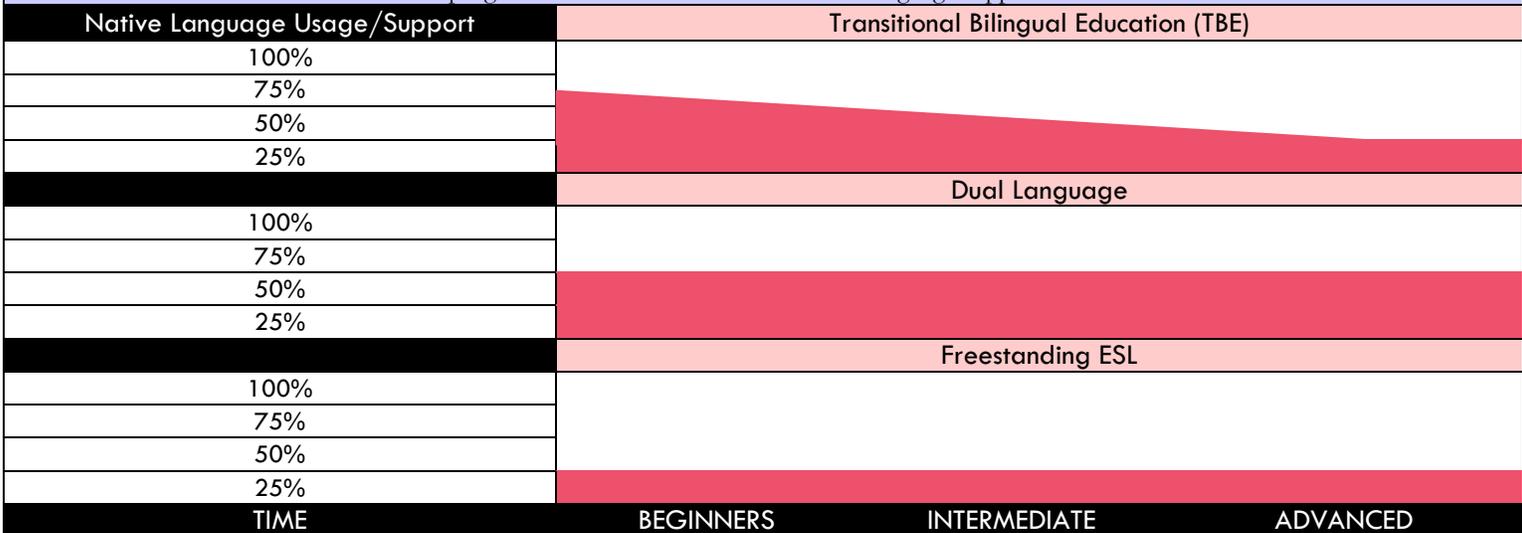
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention services for ELLs are based on the students' scores on Acuity, Interim Assessments, Bell Mondo assessments, E-Class and teacher evaluation. Most of our ELLs receive AIS services and all stay for extended day. The ELL subgroups will be serviced through AIS, extended day and before and/or after school programs and Saturday Academy. Long term ELLs who needs assistance in Math will receive support as well. Some of the long-term ELLs were evaluated and it was determined that they receive Special Education services as well. All ELLs in grades 3-5 will be strongly encouraged to attend after school programs and Saturday School Academy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The instructional materials used in our current 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 .
- Beginner ELLs use shared reading and writing , TPR, poetry and music to enhance instruction. The Intermediate and Advanced level ELLs focus on reading and writing in the content areas using comprehensible input . A balanced literacy approach encompassing writing mechanics, creative writing and reading strategies are utilized here as well. The ESL teacher and classroom teachers coordinate instruction for the for all ELLs. The four components of ESL and ESL methodologies are utilized to drive instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- We are planning to use the same programs we used the previous school year.
12. What programs/services for ELLs will be discontinued and why?
- No programs /services will be discontinued for the upcoming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs will receive the same support services as all other students in school such as counseling, occupational therapy and physical therapy. All these services are provided in English. Additional support services are;
- Extended Day Programs : 37 and 1/2 minutes for extra support in reading and math four times a week.
- After-school Programs : 1 hour and 10 minutes of extra literacy and math support four times a week.
- AIS Intervention Programs : 35 minutes of instruction in reading comprehension and vocabulary development every day with our ESL teacher.
- Resource Room : Extra help and support in all academic areas by the Resource Room teacher.
- School Dance Program : Dance program in which students can understand and respect different cultures through dance and music. All of the above programs and services are provided in English and all ELLs are invited and encouraged to participate in these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Upper grade ELL groups use the Acuity System in the computer lab to practice and prepare for the state assessments. The lower grade ELLs groups use several literacy websites to gain familiarity with the alphabet, literacy skills and reading comprehension strategies. Listening centers are set up in the classrooms to provide auditory input and literacy practice.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students receive all instruction in English with native language support such as bilingual dictionaries, native language classroom libraries, technology enrichments in the native language and the buddy system. Newcomers rely heavily on their native language. They are encouraged to read and write in their native language until they begin to understand and compose their thoughts in English. Bilingual dictionaries are made available and students are encouraged to borrow books in their own language from the school and public libraries. They are assigned a "buddy" who can assist them and translate teacher directions and lesson summaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ELLs are receiving the required support and resources in correspondence with their age and grade level. ELLs receive instruction in a differentiated heterogeneous learning classroom setting. The students have the opportunity to work with their peers. The classroom libraries reflect different level and age appropriate content and a multitude of genres.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Before beginning of the school year to help newly enrolled ELL students make a smooth transition into school and ease their anxiety we are planning to have a qualified interpreter available and make an appointment with the family so the school staff can be

introduced and the family have a chance to ask questions. Since ELLs may enroll throughout the school year, many do not have the chance to attend the welcome meeting at the beginning of the school year. For those who enroll throughout the school year feel welcome and get prepared for success in school we will present them with a "welcome kit". A "welcome kit" is a packet of school information and other supplies that will contribute to a positive beginning with relevant school information (classroom location, teacher's name, school phone number and website, lunch information and lunch form, and school calendar). Pictures will be added for visual support. ESL teacher will go through the packet with the family and explain the items.

18. What language electives are offered to ELLs?

All programs and services are offered in English.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Staff development is explicitly designed to help teachers and other staff that serve ELLs effectively. P.S. 34 encourages all staff to participate in staff development focused on ELLs. Also, our school provides staff development opportunities for teachers and ELL personnel in effective instructional approaches to teaching ELLs and principles of second language acquisition. Our curriculum developer/literacy coach will provide 2-hour sessions PD for the ESL teacher and classroom teachers to provide a better understanding of ELLs and their needs. Also, our literacy coach will instruct teachers Bell Mondo reading program, oral language development, and give an overview of the Writer's Workshop and pacing calendar.

2. Professional Development opportunities are offered throughout the year to teachers of ELLs and ESL teacher in supporting ELLs as they engage in the Common Core Learning Standards. For the upcoming school year the planned professional development opportunities are :

- How to use rubrics that integrate ELA and ESL performance standards for writing?
- How to examine NYSESLAT data to provide differentiated instruction to ELLs at varied reading and language proficiency levels?
- How to support the development of the language practices needed to engage with the content found in the Common Core State Standards?

- How to connect mathematical content with academic language to support ELLs' mathematical practices?

3- 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 Guidance Counselor to our school. At this orientation meeting the students put on presentation about the different programs offered at the middle school. The Assistant Principal and Guidance Counselor review what is expected in regard to proper behaviour and attire. After this orientation 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.

4- 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 ESL 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. Sensivity training will be ongoing.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Families of ELLs are encouraged to become involved in their children's schooling. P.S.34Q will support parents of ELLs by:
 - providing materials and training to help them 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 and State Standards and assessments,
 - sharing information about school and parent related programs, meetings and other activities in various languages that parents can understand,
 - providing opportunities to build stronger ties between parents and the school staff (educational school events/activities throughout the school year such as Family Math Night, Family Science Night, Pajama Night , etc.).In September of the upcoming school year all families will be invited to school during open school week as well as " Meet The Teacher Night". During both events parents will be informed and shown different strategies to help their children at home. In October we will have two parent workshops and a "Pajama Night" for Kindergardeners planned already. Our staff members will be available for written and oral translations. In addition to these workshops P.S. 34Q has two different days in which parents can meet with the Principal to discuss their needs and create a stronger home-school connection. All of these dates and events will be available on our school's monthly calendar. At the beginning of each month a copy of the calendar is sent home to parents to inform for all activities.

The parents of the ELLs will be invited to attend several meetings throughout the 2013-2014 school year. During these meetings parents will be given updates on the students' progress. ESL teacher and parent coordinator will conduct these meetings with the participating parents. Bilingual school staff will join the 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 two major native languages. The parents will understand and be able to plan for all aforementioned activities. They will become more empowered and realize 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.
 - 2- P.S. 34 does not partner with any other agencies or School Based Organizations to provide workshops or services to ELL parents at this point. We use in-house staff for oral and written translations.
 - 3- We evaluate the needs of parents through the efforts of the Parent Coordinator. Parents are provided with a needs assessment survey to complete. The results of this survey are used to provide workshops based on parents' interests and needs.
 - 4- In P.S. 34Q Parent Coordinator serves as a bridge between the school and families. The parent coordinator provide parent workshops with topics that may include :
 - parental skills,
 - understanding grade-level curriculum and assessments (State Tests),
 - 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 to keep parents informed about school activities and student progress in a language that parents can understand,
 - 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The John Harvard

School DBN: 29Q034

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pauline Shakespeare	Principal		11/15/13
Vera Tomaselli	Assistant Principal		11/15/13
Eshon Brewer	Parent Coordinator		11/15/13
Hamide Aktas	ESL Teacher		11/15/13
	Parent		
Kelly Dolan	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		11/15/13
	Coach		
Jill Handley	Guidance Counselor		11/15/13
	Network Leader		
Marisa Frederick	Other <u>Assistant Principal</u>		11/15/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q034 School Name: THE JOHN HARVARD ELEMENTARY

Cluster: CL02 Network: N205

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.

Home Language Identification Surveys were reviewed by the data specialist to determine the language needs of parents in P.S.34Q. 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 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. Parents were offered the opportunity to receive information in the language of their choice (English or native language).

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

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. Our Home Language Surveys show that most parents speak English and requested that communication be made in English.

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.

Language Surveys indicate a need for translation services and we have school staff that are able to perform translation. When necessary we will request services from the DOE's Translation and Interpretation Unit. Our school provides written translation services in accordance with Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We use the official translations of documents from the DOE OELL website. These translations sent home along with the English version of the same documents.

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.

In our building we have staff who speak Spanish, Haitian Creole and French. This enables us to meet the oral needs of parents who have difficulties with communication in English.

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>.

P.S. 34 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring that every parent who speaks a language other than English receives a copy of the monthly school calendar in the language of their choice. As mandated the availability of interpretation services as indicated through signs are located near the main entrance of the school in an area that is visible to anyone entering and leaving the building. Our school safety plan includes specific procedures to give parent needed language access service which allow them to reach the administrative office without obstacles due to any language barriers. Based upon the Home Language Identification Survey responses, a master list of parent/home languages will be reserved in the main office.

