



**STEPHEN A. HALSEY  
JHS 157**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 28Q JHS 157**

**ADDRESS: 63-55 102<sup>ND</sup> STREET REGO PARK, NY 11374**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: JHS 157 SCHOOL NAME: Stephen A. Halsey

SCHOOL ADDRESS: 63-55 102 Street Rego Park, New York 11374

SCHOOL TELEPHONE: 1-718-830-4910 FAX: 718-830-4993

SCHOOL CONTACT PERSON: Mr. Vincent Suraci EMAIL ADDRESS: vuraci@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Rotated</u>
PRINCIPAL:	<u>Mr. Vincent Suraci</u>
UFT CHAPTER LEADER:	<u>Ms. Stephanie Sussman</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Ms. Lori Glick</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 28Q SSO NAME: Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Mr. John O'Mahoney

SUPERINTENDENT: Ms. Jeanette Reed

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Mr. Vincent Suraci	*Principal or Designee	
Ms. Stephanie Sussman	*UFT Chapter Chairperson or Designee	
Ms. Lori Glick	*PA/PTA President or Designated Co-President	
Ms. Bonnie Mickle	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Teresa Azoulay	DC 37 Representative, if applicable	
Mr. Christopher Weiss	Member/Teacher	
Ms. Arlene Bartholomew	Member/Teacher	
Ms. Shimona Shriki	Member/Teacher	
Ms. Michelle Golden	Member/Teacher	
Ms. Dagmara Berstell	Member/Parent	
Ms. Lea Pisacane	Member/Parent	
Ms. Sue Boyle	Member/Parent	
Ms. Jacqueline Patterson	Member/Parent	
Ms. Iris Corcos	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

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

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

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Stephen A. Halsey is dedicated to preparing its students to becoming productive citizens by instilling in them a love of learning through enriched standard driven curricula. This curricula incorporates cultural sensitivity and a respect for differences. We prepare our students for future challenges via a committed partnership between parents and teachers. Stephen A. Halsey is dedicated to promoting academic rigor and excellence through a strong standard-based curriculum.

Our mission is to provide maximum educational opportunities for all children at JHS 157. We strive to improve the quality of teaching and learning, and to encourage an understanding of, and a respect for, the diversity of our student population. We are committed to enlisting the collaborative efforts of students, parents, teachers, supervisors, and community members to ensure excellence in achievement and equity in opportunities for individual growth.

Our school is a culturally diverse learning community. Halsey Junior High School 157 serves children in Grades 6-9. Our building presently houses 1073 children. Our ethnic breakdown includes children that are American Indian/Alaskan, Asian/Pacific Islander, Hispanic, Black, and White. There are over 31 languages other than English spoken by our students.

In developing school spirit and enthusiasm for learning while building the concept of community, students and staff participate in planned themed based school Spirit Days. Various themes include, "Twin Day", "Crazy Hat Day", and "Sports Day". Student accomplishment is celebrated via standards-based bulletin boards both inside and outside of the classrooms. Citizenship, cooperation, and academic achievement are recognized during our monthly Halseyite of the month "Principal's Luncheon".

We have also worked to create a challenging and fun after school enrichment program. As part of our extended day program, students are able to participate in Robotics, Business/Entrepreneurship Academy, Foreign Language Club, The Stock Market Game, Dance, Music, Art Portfolio, Checkpoint A tutoring, Nutritional Awareness, Halsey Fusion.org, online literary magazine, the Halsey Gazette newspaper, Science and Technology clubs, Living Environment/Biology tutorial, Law Club, Debate Team and the Student Government.

Halsey JHS 157 currently benefits from various community partnerships including those with The Queens Community House, Midori and Friends, CHAMPS, and Urban Advantage. The Urban Advantage partners us with The Hall of Science, The Museum of Natural History, The Bronx & Staten Island Zoos, The New York Aquarium & the Queens & the New York Botanical Gardens. Teachers are involved in research at these institutions. Students and their families take part in field trips to these sites.

During the 2008-2009 school year, our school was awarded the 21<sup>st</sup> Century Grant. The 21<sup>st</sup> Century Grant offers a range of high quality educational, developmental, and recreational services for our students and their families. The goal of this program is for our students to exhibit positive behavioral changes. The achievement goals indicate that 25% of the students participating will improve their ELA or math grades by one half of a grade and that 30% will demonstrate improvement in their computer skills. This program also works to improve student attendance. In addition, there is

an onsite coordinator available to families in the evenings and on weekends. The coordinator assists families in navigating through the educational system and in supporting their areas of need such as education, employment, and housing. Through this grant, activities and workshops are offered to families.

Stephen A. Halsey has also received the Reading Rocks grant and the Tween 2 Teen grant which provided our school library with a wonderful selection of fiction and non-fiction books. This has sparked tremendous excitement and interest among teachers and students. Reading is a very important part of the learning experience here at Halsey and we hope that all of our children will become life-long pleasure readers.

In the 2009-2010 school year, Halsey has been designated the status of Title 1. As a Title 1 school, we are now able to:

- ✓ Offer students supplemental educational services
- ✓ Offer teachers professional development  
and
- ✓ Offer parents informational workshops and enrichment classes.

Our hope for the future is to become a community of learners who is always seeking knowledge in the latest research and educational practices in order to develop instruction that will lead our students to become advantaged competitors in the world at large.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		J.H.S. 157 Stephen A. Halsey								
<b>District:</b>		28	<b>DBN:</b>		28Q157	<b>School BEDS Code:</b>		342800010157		
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7	√	11			
	K		4		8	√	12			
	1		5		9	√	Ungraded	√		
	2		6	√	10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	0	0	0		93.7 / 90.4	93.9/89.7	94.3/ 90.9			
Kindergarten	0	0	0							
Student Stability - % of Enrollment:										
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	0	0	0		94.5	94.6	94.7			
Grade 3	0	0	0							
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	297	251	310	(As of October 31)	2006-07	2007-08	2008-09			
Grade 7	295	316	272		46.7	40.0	47.1			
Grade 8	336	305	342							
Grade 9	111	103	116	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		0	3	54			
Grade 12	0	0	0							
Ungraded	46	45	36	Recent Immigrants - Total Number:						
Total	1085	1020	1076	(As of October 31)	2006-07	2007-08	2008-09			
					36	35	49			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	116	101	103	Principal Suspensions	41	33	51			
# in Collaborative Team Teaching (CTT) Classes	10	19	43	Superintendent Suspensions	13	11	22			
Number all others	95	99	107							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
				CTE Program Participants	N/A	N/A	0			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:						
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	0	0	0							
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	93	92	103	Number of Teachers	74	84	80			

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	28	33	Number of Administrators and Other Professionals	13	24	23
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	1	2	% fully licensed & permanently assigned to this school	100.0	96.4	98.8
				% more than 2 years teaching in this school	73.0	71.4	71.3
				% more than 5 years teaching anywhere	64.9	64.3	68.8
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	92.0	89.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	95.4	92.1
American Indian or Alaska Native	0.7	0.7	0.4				
Black or African American	16.6	14.8	14.9				
Hispanic or Latino	20.6	21.7	23.6				
Asian or Native Hawaiian/Other Pacific Isl.	24.2	25.0	22.9				
White	37.8	37.8	38.3				
<b>Male</b>	54.8	52.8	54.0				
<b>Female</b>	45.2	47.2	46.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year 4						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	SRAP 4			ELA:			
Math:	IGS			Math:	IGS		
Science:	IGS			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
<b>All Students</b>	√	√	√		X	
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-		X	
Black or African American	√	√	√		X	
Hispanic or Latino	√	√	√		X	
Asian or Native Hawaiian/Other Pacific Islander	√	√	√		X	
White	√	√	√		X	
<b>Other Groups</b>						
Students with Disabilities	X	√	√		X	
Limited English Proficient	X	√	√		X	
Economically Disadvantaged	√	√	√		X	
<b>Student groups making AYP in each subject</b>	6	8	8	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A/NR	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	91.7/NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	7.9/NR	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	21.4/NR	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	51.9/NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	10.5/ 0.0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

JHS 157's School Instructional Leadership Team collected all quantitative and qualitative data in order to conduct an analysis of the current student performance trends. The team utilized data provided by the New York State Department of Education and the New York City Department of Education accountability and assessment resources. The data provided included: the Progress Reports, School Report Cards, ARIS, and NY Start. A careful review of the 2009 NYS English Language Arts and Math exam results was also initiated. An analysis of informal data such as Teacher Assessment Notebooks and Student Portfolios was also conducted in order to assess our school's academic needs.

The following performance trends were identified from the 2008-2009 Progress Report:

- In ELA, 25.7% of our English Language Learners achieved exemplary proficiency gains.
- In ELA, 29.2% of our Special Education Students achieved exemplary proficiency gains.
- In ELA, 56.8% of our Hispanic Students in the lowest third citywide achieved exemplary proficiency gains.
- In ELA, 48.1% of our Black Students in the lowest third citywide achieved exemplary proficiency gains.
- In ELA, 29.9% all other students in the lowest third citywide achieved exemplary proficiency gains.
- In mathematics, 30.7% of our English Language Learners achieved exemplary proficiency gains.
- In mathematics, 26.9% of our Special Education Students achieved exemplary proficiency gains.
- In mathematics, 45.9% of our Hispanic Students in the lowest third citywide achieved exemplary proficiency gains.
- In mathematics, 45.5% of our Black students in the lowest third citywide achieved exemplary proficiency gains.
- In mathematics, 52.0% of all other students in the lowest third citywide achieved exemplary proficiency gains.

The 2008-2009 School Demographics and Accountability Snapshot reports that Adequate Yearly Progress (AYP) has been achieved in the areas of ELA, Math, Social Studies and Science for all disaggregated groups in the school. An analysis of the 2008-2009 Progress report has indicated the following improvements:

- 25.7% of our English Language Learners have made exemplary proficiency gains in ELA. This is an increase of 17.8% from 2007-2008's percentage of 7.9% of students making exemplary proficiency gains in ELA.
- 30.7% of our English Language Learners have made exemplary proficiency gains in Mathematics. This is an increase of 2.3% from 2007-2008's percentage of 28.4% of students making exemplary proficiency gains in Mathematics.
- 29.2% of our Students with Disabilities have made exemplary proficiency gains in ELA. This is an increase of 12.4% from 2007-2008's percentage of 16.8% of students making exemplary proficiency gains in ELA.
- 56.8% of our Hispanic Students in the Lowest third citywide have made exemplary proficiency gains in ELA. This is an increase of 26.8% from 2007-2008's percentage of 30.0% of students making exemplary proficiency gains in ELA.
- 45.9% of our Hispanic Students in the lowest third citywide have made exemplary proficiency gains in Mathematics. This is an increase of 5.5% of students making exemplary proficiency gains in Mathematics.
- 48.1% of our Black students in the lowest third citywide have made exemplary proficiency gains in ELA. This is an increase of 34.6% of students making exemplary proficiency gains in ELA.
- 45.5% of our Black students in the lowest third citywide have made exemplary proficiency gains in Mathematics. This is an increase of 9.4% of students making exemplary proficiency gains in Mathematics.
- 29.9% of other students in the lowest third citywide have made exemplary proficiency gains in ELA. This is an increase of 12.9% of students making exemplary proficiency gains in ELA.
- 52.0% of other students in the lowest third citywide have made exemplary proficiency gains in Mathematics. This is an increase of 9.1% of students making exemplary proficiency gains in Mathematics.

An analysis of our ELA scores shows a record of decreases in Level One students in the area of ELA from 7.6% in 2006 to 3.1% in 2008. We have also identified a record of decreases in Level One students in the area of Mathematics from 11.1% in 2006 to 5.4% in 2008. There have been increases in Math scores, at or above proficiency levels 3 and 4, from 68.5% in 2006 to 80.8% in 2008.

Upon analysis of all of our school's data, the School Instructional Leadership Team has set goals to address the major needs identified. The following goals have been determined for the 2009-2010 school year.

1. By June 2010, 2% of students with disabilities not making acceptable gains will demonstrate one-and-a-half years of academic progress in the area of ELA, through the use of assessment tools, such as the periodic assessments, State exams, and portfolios, as measured by progress on the NYS English Language Arts assessment.
2. By June 2010, 2% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of ELA, through the use of assessment tools, such as the periodic assessments, State exams, and portfolios, as measured by progress on the NYS English Language Arts assessment.

3. By June 2010, 2% of students with disabilities not making acceptable gains will demonstrate one-and-a-half years of academic progress in the area of Math, through the use of assessment tools such as the periodic assessments, State exams, and portfolios, as measured by progress on the Math Assessments.

4. By June 2010, there will be improvement in the school environment with a focus on parent and student communication as measured by a 2% improvement in the overall school environment score on the 2010 Progress Report.

5. By June 2010, there will be an increase the number of Level 3 and 4 students achieving a 1-1.5 year's proficiency gains on the New York State English Language Arts and Mathematics exams as measured by the Student Progress section of the June 2010 Progress Report.

### **Students with Disabilities**

The 2008-2009 Progress Report has indicated that 29.2% of our Students with Disabilities have made exemplary proficiency gains in ELA. This is an increase of 12.4% from 2007-2008's percentage of 16.8% of students making exemplary proficiency gains in ELA. An analysis of the progress report has also indicated that 26.9% of our Students with Disabilities have made exemplary proficiency gains in Mathematics. This is a decrease of 7.7% from 2007-2008's percentage of 34.6% of Students with Disabilities making exemplary proficiency gains in Mathematics.

In an attempt to address our goals for the Students with Disabilities, JHS 157 has restructured the Special Education Department. All Self-Contained Special Education teachers of English, Math, Science, and Social Studies are providing instruction not only for self contained classes but also for Integrated Co-Teaching classes and as well as for students receiving Special Education teacher support services (Setss).

A review of our Special Education Compliance Report, as well as a thorough analysis of our school's data regarding the progress of Students with Disabilities, resulted in the determination that a restructuring of the Special Education Department would improve student outcome. The Special Education Compliance Report clearly indicated that the number of Special Education students moving from Most Restrictive Environment to Least Restrictive Environment was below targeted expectations. JHS 157's Progress Report also indicated that the Special Education students in the Self-Contained classrooms, Integrated Co-Teaching classrooms, and Setss program did not attain exemplary proficiency gains on the New York State ELA and Math exams. An achievement gap persists for these students.

#### **The rationale for the restructuring:**

- All Special Education students which include Self-Contained, Integrated Co-Teaching and students receiving special education teacher support services (Setss) will now receive instruction from content area specialists. This organizational model will provide content area instruction to address students' IEP goals in Literacy, Math, Social Studies, and Science.
- All Special Education teachers will have the opportunity to work on Teacher teams to collaborate, to plan, and to co-teach with the General Education teachers in the content areas. They will attend content specific professional development and they will have additional access to content specific materials. This will allow the Special Education teachers to bring General Education curriculum and teaching strategies to all of the special

education students. It is anticipated that this structure will work to move students from the Most Restrictive Environment to the Least Restrictive Environment as well as to attain exemplary proficiency gains. In addition, this structure will permit the General Education teachers to collaborate with the Special Education teachers to attain the methodology required to deliver instruction to students with disabilities in the General Education Classroom.

- The restructuring will facilitate the expansion of the Inquiry Process. All Special Education Teachers will receive instruction in the Inquiry Methodology. This expansion of Inquiry work will serve to support all of the Special Education students. Furthermore, the Special Education students will participate in Inquiry Cycles facilitated by content area specialists in order to address their content specific IEP goals.
- To provide the teachers of the Special Education Department with additional support, the Special Education School Improvement Specialist (SEIS) will work with the teachers of the Special Education Department. This professional learning community will meet weekly. The SEIS will assist teachers with the development of curriculum and the implementation of instruction in the classroom.

### **English Language Learners/ELA**

JHS 157 has been designated a School Requiring Academic Progress Year 4 in the area of English Language Arts. Our English Language Learners have been struggling to make adequate yearly progress in the area of English Language Arts. Therefore, the school has been assigned this designation.

The 2008-2009 Progress Report has indicated that 25.7% of our English Language Learners have made 1.5 years progress in ELA. This is a 17.8% improvement from 2007-2008's percentage of 7.9%. We have also identified that 30.7% of our English Language Learners have made 1.5 years progress in Math. This is a 2.3% improvement from 2007-2008's percentage of 28.4%.

Although our English Language Learners have made progress, an achievement gap in the areas of ELA remains for these students. We have also identified 16 students who have been in the country for 3 or more years and who have not tested proficient on the NYSESLAT exam. These students remain at an intermediate or advanced level of English proficiency and continue to need ESL services.

Beginning ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL instruction a week. We ensure that the mandated number of minutes is provided, including explicit ESL, explicit ELA, and content area instruction in the creation of our ELL classes and ELL student schedules. We also ensure that students receive support in the content areas with a push-in model.

There are two bridge ESL classes for Beginning and Intermediate ESL students. One class services the grades 6 and 7 Beginner and Intermediate students; another class services the grades 8 and 9 Beginner and Intermediate students. Each of these two classes receives 11 periods of ESL instruction a week by a certified ESL instructor. There are 3 classes which contain ESL Advanced students. Advanced students are grouped in one class on each grade. A certified ESL teacher pushes into each of these classes 4 periods a week in order to support the ESL students within the content areas. Our students who have achieved proficiency are placed in classrooms with Advanced ESL students. These students receive the benefit of an additional teacher pushing into the content area classrooms to provide them with continued support for two years after reaching NYSESLAT proficiency.

The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period,

and a closing. The Intermediate and Advanced ELL students work through author studies, genre studies, and thematic units. The beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. Guided Reading Libraries will be purchased for the ESL classroom in order to support the teacher in providing the students with guided reading and small group instruction. As the need and availability arise, the ESL teachers will utilize the lap tops and Smart Board in an attempt to make learning visual for these students.

Content area and ESL teachers work in Instructional Learning Communities to analyze the ESL data and to make instructional decisions for our ELL students. In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the second language learners.

The Extended Day After-School Program for Beginners and Intermediate ESL students takes place 2:20 P.M. to 3:10 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. An additional after-school content area support program will be offered to all of our ELL students. Teachers will participate in a series of LSO conducted workshops, on comprehension strategies for the ELL student. These teachers' classrooms will become lab-sites for other teachers to visit in order to develop best practices for ELL instruction in all of the content areas.

### **Level 3 and 4 Students performance/ ELA**

The progress of our Level 3 and 4 students remains a concern for JHS 157. Upon careful analysis of the RESI report with our ICI support network, we have identified a trend of Level 3 and Level 4 students who are "losing ground" as well as students who have dropped from a Level 3 to a Level 2. In order to address this issue, JHS 157 will develop a Core Literacy Team. This team will work with the support and guidance of the Executive Officer of Research and Development in Literacy, Ms. Anne Plancher. The team will work to create curriculum maps which will address the needs of the advanced learner. These units will partner fiction with non-fiction text in an attempt to raise the level of accountable conversation in the Literacy Classroom. It is our hope that the end result will include an increased level of comprehension for these advanced students. This Core Literacy Team will support and guide the Literacy Department in the restructuring of the curriculum. Inter-visitations and model lessons will continue to be conducted for all of the teachers of the Literacy Department. The Core Literacy Team will turnkey current strategies in grade team meetings and monthly Department Conferences across the content areas.

### **Parent Communication**

A preliminary analysis of the 2008-2009 NYC School Survey Report has indicated that the parents and students of JHS 157 would recommend the school work to improve parental communication. The school scored 6.3 out of 10 in the area of communication. The following are programs and activities planned to address this area in need of improvement.

Halsey JHS 157 will provide parents with many resources and enrichment activities to enhance communication and engagement within the school community:

- The Halsey Information Quarterly is a newsletter for parents. Administrators, Teachers, and Students all contribute to this newsletter. The HIQ keeps the school community informed of all events.
- Fusion is an online newsletter generated to provide information about school events as well as to celebrate our students' writing.
- Parents are invited to attend Curriculum Night in September. On this night, they meet their children's teachers and they learn about the curriculum taught in each subject area.
- Parents of our incoming 6<sup>th</sup> graders are invited to our school for an orientation.

- Our 8<sup>th</sup> and 9<sup>th</sup> grade students and their parents attend High School Information Night in order to learn about the High School application process.
- The “School Messenger System” will be available to parents. This phone system will allow them to listen to a message containing information concerning all school events.
- The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions and activities, and community services.
- The Parent Teacher Association will organize Family Activity Nights such as the Halsey Movie Night.
- School Notes is a website where teachers post assignments so that parents can track what their child is learning. The parents can also contact the teacher via the website.
- The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.
- Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.
- Urban Advantage will enable parents and their children to visit the city’s museums and cultural sites free of charge while providing the 7<sup>th</sup> and 8<sup>th</sup> grade students access to information for their Exit Projects.
- A Multi-Cultural Night brings parents and students together to share dance, food, and customs from around the world.
- The 21<sup>st</sup> Century Grant offers:
  - Academic, youth development, partnerships and support to parents and family members.
  - An onsite facilitator will be available for parents during the evenings and on weekends. He/She will provide assistance and with navigating the educational system and supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
  - Activities and classes will be offered to parents
  - Counseling will also be available to those in need.

### **Student Communication**

- During the 2009-2010 school year, all students will participate in weekly grade assemblies conducted by the Assistant Principal, Guidance Counselor and Dean. These assemblies will provide the Assistant Principal, Guidance Counselor and Dean the opportunity to present and discuss important school topics with the students. A Values Curriculum will also be implemented at these assemblies.

### **Aids/Barriers to Continuous Improvement**

The School Based Instructional Leadership Team has analyzed the school’s significant aids and/or barriers to continuous improvement. The implementation of Professional Learning Communities throughout the school has allowed teachers to deepen their understanding of the school’s data and goals. Teachers have used this information to work collaboratively to analyze student data and make instructional decisions which will positively affect student learning outcomes. We believe that our teachers’ work in Professional Learning Communities will assist us in reaching the goals we have established for our students.

For the 2009-2010 school year, JHS 157 has been designated a Title 1 School. We believe our new status we assist us in providing our students with additional instructional support services. All of our students will be offered Supplemental Educational Services programs such as Princeton Review and Supreme Evaluation after school and on Saturdays. Our Level 3 and 4 Students will also benefit from these Supplemental Educational Services as they offer accelerated courses for advanced learners.

In our constant effort to make continuous improvement, we find that there is one area that remains a concern. The students of Halsey speak 31 different languages. As a school community, we are proud of our school's diversity. However, we have found some difficulties with parent communication and student learning which we have been working to improve.

At Halsey JHS 157 we have worked to increase the achievement of our students through the use of data to individualize their instruction. For the 2009-2010 school year, we will work in Educational Learning Communities to set goals for all members of our school community. We will strive toward meeting these goals in an effort to make ongoing improvement for our students.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

<b>Goals</b>	<b>Description</b>
<p style="text-align: center;"><b>Special Education Students/ELA</b></p> <p>1. By June 2010, 2% of students with disabilities not making acceptable gains will demonstrate one-and-a-half years of academic progress in the area of ELA through the use of assessment tools, such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS English Language Arts assessment.</p>	<p>Although the Special Education students are showing improvement from year to year (29.2% exemplary proficiency gain) on the progress report, an achievement gap persists in the area of ELA.</p>
<p style="text-align: center;"><b>English Language Learners/ELA</b></p> <p>2. By June 2010, 2% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of ELA through the use of assessment tools, such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS English Language Arts assessment.</p>	<p>The English Language Learners attained 25.7% Exemplary Proficiency gains as shown on the Progress Report. An achievement gap remains in the area of ELA for these students.</p>
<p style="text-align: center;"><b>Special Education/Math</b></p> <p>3. By June 2010, 2% of students with disabilities not making acceptable gains will demonstrate one-and-a-half years of academic progress in the area of Math through the use of assessment tools such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS Math assessments.</p>	<p>Although the Special Education students are showing improvement from year to year (26.9% exemplary proficiency gain) citywide as noted on the Progress Report. An achievement gap remains in the area of mathematics for these students.</p>
<p style="text-align: center;"><b>School Environment/Communication</b></p> <p>4. By June 2010, there will be improvement in the school environment with a focus on parent and student communication as measured by a 2% improvement in the overall school environment score on the 2010 Progress Report</p>	<p>In the 2008-2009 School Survey Report parent and student responses indicated that communication remains an area in need of improvement for JHS 157.</p>
<p style="text-align: center;"><b>Level 3 and 4 ELA/Math</b></p> <p>5. To increase the number of Level 3 and 4 students achieving a 1-1.5 year’s proficiency gains on the New York State English Language Arts and Mathematics exams as measured by the <i>Student Progress</i> section of the June 2010 Progress Report.</p>	<p>The progress of our Level 3 and 4 students remains a concern for JHS 157. Upon careful analysis of the RESI report with our ICI support network, we have identified a trend of Level 3 and Level 4 students who are “losing ground” as well as students who have dropped from a Level 3 to a Level 2.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts/SWD

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 2% of Students with Disabilities not making acceptable gains will demonstrate one-and-a-half years of academic progress in the area of ELA through the use of assessment tools such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS English Language Arts assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions:</b> For the 2009-2010 school year, JHS 157 has restructured the Special Education Department. All Self-Contained Special Education teachers of English, Math, Science, and Social Studies are providing instruction for self contained classes as well as for Integrated Co-Teaching classes and for students receiving Special Education teacher support services (Setss).</p> <p>A review of our Special Education Compliance Report and a thorough analysis of our school’s data regarding the progress of students with disabilities resulted in the determination that a restructuring of the Special Education Department would improve student outcome. The Special Education Compliance Report clearly indicated that the number of Special Education students moving from Most Restrictive Environment to Least Restrictive Environment was below targeted expectations. JHS 157’s Progress Report also indicated that many Special Education students in the Self-Contained classrooms, Integrated Co-Teaching classrooms, and Setss program did not attain exemplary proficiency gains on the New York State ELA and Math exams. An achievement gap persists for these students.</p> <p align="center">✓ The rationale for the restructuring:</p> <ul style="list-style-type: none"> <li>• All Special Education students which include Self-Contained, Integrated Co-</li> </ul>

Teaching, and students receiving special education teacher support services (Setss) will now receive instruction from content area specialists. This organizational model will provide content area instruction to address students' IEP goals in Literacy, Math, Social Studies, and Science.

- All Special Education teachers will now have the opportunity to collaborate, to plan, and to co-teach with the General Education teachers in the content areas. They will attend content specific professional development and they will have additional access to content specific materials. This will allow the Special Education teachers to bring General Education curriculum and teaching strategies to all of the Special Education students. It is anticipated that this structure will work to move students from Most Restrictive Environment to the Least Restrictive Environment as well as to attain exemplary proficiency gains. In addition, this structure will permit the General Education teachers to collaborate with the Special Education teachers to attain the methodology required to deliver instruction to students with disabilities in the General Education Classroom.
- The restructuring of the Special Education Department will facilitate the expansion of Teacher Teams and the Inquiry Process. All Special Education Teachers will receive instruction in the Inquiry Methodology. The introduction of Teacher Teams and the expansion of Inquiry work will serve to support all of the Special Education students. Furthermore, the Special Education students will participate in Inquiry Cycles facilitated by content area specialists in order to address their content specific IEP goals.

- ✓ Teacher Teams will be working to create action plans for students with disabilities. These students will receive extensive small group instruction with all of their content area teachers.
- ✓ All Special Education students will be assessed with the Teacher's College Assessment and with the Acuity Assessments. The results of these assessments will assist the teachers in the differentiation of instruction.
- ✓ The Renzulli Learning Program will be used with the Special Education Students in the Literacy Classroom.
- ✓ These students will attend Extended Day where they will work in small groups on specific strategies and on skills identified by data as being deficient.
- ✓ Special Needs Students will be offered the opportunity to participate in the SES programs offered after school and on Saturdays.

	<ul style="list-style-type: none"> <li>✓ Special Education Teachers will participate in Teacher Team Meetings in order to modify curriculum to meet the needs of these students and to plan effective instruction.</li> <li>✓ The Special Education School Improvement Specialist (SEIS) will work with the teachers of the Special Education Department to improve the instruction in the ICT, Setss, and Self Contained Classrooms.</li> </ul> <p><b>Target Populations:</b> Special Education Literacy Teachers Grades 6-8, Literacy Teachers Grades 6-8, Setss Teachers, Literacy Coach, Literacy Assistant Principal, Technology Teacher, Inquiry Team.</p> <p><b>Responsible Staff Members:</b></p> <ul style="list-style-type: none"> <li>✓ 2 Special Education Literacy Teachers</li> <li>✓ 2 Literacy Teachers Grade 6</li> <li>✓ 1 Literacy Teacher Grade 7</li> <li>✓ 1 Literacy Teacher Grade 8</li> <li>✓ 5 Setss Teachers</li> <li>✓ Literacy Coach</li> <li>✓ Literacy Assistant Principal</li> <li>✓ 1 Technology Teacher</li> <li>✓ Inquiry Team Members</li> </ul> <p><b>Implementation Timelines:</b> Daily observations, Periodic Assessments, and Weekly Meetings</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Staff Instruction Consultant: TL</li> <li>✓ Inquiry Team Meeting/Planning: CFI Team money</li> <li>✓ Workshops/PD covered by prep period/per diem coverage:TL/FSF</li> <li>✓ AIS after/before school help:FSF</li> <li>✓ Classroom library/support materials:FSF/TL</li> <li>✓ CTT to reduce student teacher-ratio:C4E</li> <li>✓ Supervisor ELA:TL</li> <li>✓ Full Time ELA coach:TL</li> <li>✓ Full time IEP teacher:TL/FSF</li> <li>✓ Library Media Specialist:TL</li> <li>✓ Instructional/Support LSO: TL/LSO</li> <li>✓ Full time Technology Teacher: TL</li> <li>✓ Technology Equipment:TL/CFF</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Initial:** We will analyze the Teacher's College and Acuity Predictive Assessment Results.

**Midterm:** We will analyze the Teacher's College and Acuity Diagnostic Assessment Results and we will also utilize tasks and rubrics aligned with the ELA standards.

**End term:** We will evaluate the 2009-2010 ELA exam results.

**Subject/Area (where relevant):** English Language Arts/ELL

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 2% of English Language Learners will demonstrate one-and-a-half years of academic progress in the area of ELA through the use of assessment tools, such as the periodic assessments, State exams, and portfolios as measured by progress on the NYS English Language Arts assessment.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Our English Language Learners are grouped in classes based on their NYSESLAT level of proficiency:             <ul style="list-style-type: none"> <li>➤ Two Bridge ESL classes: 6/751 and 8/951 containing Beginning, Intermediate ESL students.</li> <li>➤ Three classes contain advanced ESL students who are mainstreamed with non ESL students: 607, 706, and 806. These classes receive push- in services 4 times per week in the various content areas.</li> <li>➤ One class contains advanced ESL students who receive Literacy 8 periods a week with a certified ESL/ELA teacher (Class 706).</li> </ul> </li> <li>• Beginning and Intermediate students attend Extended Day for extra help. During extended day, the ESL teachers work on the 4 modalities of reading, writing, listening, speaking.</li> <li>• English Language Learners will be offered the opportunity to participate in the SES programs offered after school and on Saturdays.</li> <li>• JHS 157 will also offer all English Language Learners an after-school program in the Spring of 2010. This program will support the students work in all content areas.</li> <li>• The implementation of various methods to support the ESL students in the literacy classroom such as guided reading, small group instruction, work stations, and listening centers are clearly evident.</li> <li>• Teachers will continue to attend ELL workshops (Q-TEL). The strategies presented in these workshops will be shared in all department conferences.</li> <li>• America’s Choice author and genre studies are implemented through differentiation of instruction.</li> <li>• The <i>Visions</i> programs are used with the beginning and intermediate students to support the Literacy instruction in the classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Renzulli Learning Program will be implemented with the English Language Learners.</li> <li>• The ESL students are included in the arts programs such as: band, drama, chorus, art, and computer.</li> <li>• The Literacy coach will present model lessons incorporating effective instructional change strategies in classrooms.</li> <li>• Trips are organized to acquaint students with American culture.</li> <li>• Parent workshops will be conducted to provide parents with literacy strategies they may use at home.</li> <li>• Parent meetings will be held to orient parents to our school and curriculum.</li> </ul> <p><b>Target Populations:</b> ELL students, ESL Teachers Grades 6-9, Literacy Teachers grades 6-9, Literacy Coach, and Literacy Assistant Principal</p> <p><b>Responsible Staff Members:</b></p> <ul style="list-style-type: none"> <li>✓ 2 ESL Teachers</li> <li>✓ 3 Literacy Teachers Grade 6</li> <li>✓ 2 Literacy Teachers Grade 7</li> <li>✓ 3 Literacy Teachers Grade 8</li> <li>✓ Literacy Coach</li> <li>✓ Literacy Assistant Principal</li> <li>✓ Inquiry Team Members</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Workshops/PD covered by per diem teacher coverages: Title III LEP</li> <li>✓ AIS for ELL after school: Title III LEP</li> <li>✓ Classroom libraries/support resources: Title III LEP</li> <li>✓ Instructional Consultant: TL</li> <li>✓ Library Media Specialist: TL</li> <li>✓ Instructional Curriculum Support LSO: TL/LSO</li> <li>✓ Supervisor ELA/ELL: TL</li> <li>✓ Part time Literacy Coach: TL</li> <li>✓ Inquiry Team planning: C.F.I</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

**Initial Assessment:** NYSESLAT Periodic Assessment, Acuity and The Teacher's College Running Record Assessment

**Midterm Assessment:** NYSESLAT Periodic Assessment, Acuity and The Teacher's College Running Record Assessment

**End term Assessment:** We will evaluate the 2009-2010 ELA and NYSESLAT exam results.

Subject/Area (where relevant): Math/SWD

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 2% of Students with Disabilities will demonstrate one-and-a-half years of academic progress in the area of Math, through the use of assessment tools such as the periodic assessments, State exams, and portfolios as measured by progress on the Math assessments.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions:</b> For the 2009-2010 school year, JHS 157 has restructured the Special Education Department. All Self-Contained Special Education teachers of English, Math, Science, and Social Studies are providing instruction for self contained classes, for Integrated Co-Teaching classes, and for students receiving Special Education teacher support services (Setss).</p> <p>A review of our Special Education Compliance Report and a thorough analysis of our school’s data regarding the progress of students with disabilities resulted in the determination that a restructuring of the Special Education Department would improve student outcome. The Special Education Compliance Report clearly indicated that the number of Special Education students moving from Most Restrictive Environment to Least Restrictive Environment was below targeted expectations. JHS 157’s Progress Report also indicated that many Special Education students in the Self-Contained classrooms, in the Integrated Co-Teaching classrooms, and in the Setss program did not attain exemplary proficiency gains on the New York State ELA and Math exams. An achievement gap persists for these students.</p> <ul style="list-style-type: none"><li>✓ The rationale for the restructuring:</li><li>• All Special Education students- Self-Contained, Integrated Co-Teaching and students receiving special education teacher support services (Setss) will now receive instruction from content area specialists. This organizational model will provide content area instruction to address students’ IEP goals in Literacy, Math, Social Studies, and Science.</li><li>• All Special Education teachers will now have the opportunity to collaborate, to plan, and to co-teach with the General Education teachers in the content areas. They will attend content specific professional development and they will have additional access to content specific materials. This will allow the Special Education teachers to bring</li></ul>

the General Education curriculum and teaching strategies to all of the special education students. It is anticipated that this structure will work to move students from Most Restrictive Environment to the Least Restrictive Environment as well as to attain exemplary proficiency gains. In addition, this structure will permit the General Education teachers to collaborate with the Special Education teachers to attain the methodology required to deliver instruction to students with disabilities in the General Education Classroom.

- The restructuring will facilitate the expansion of Teacher Teams and the Inquiry Process. All Special Education Teachers will receive instruction in the Inquiry Methodology. The introduction of Teacher Teams and the expansion of Inquiry work will serve to support all of the Special Education students. Furthermore, the Special Education students will participate in Inquiry Cycles facilitated by content area specialists in order to address their content specific IEP goals.
  
- ✓ Instruction is delivered through the workshop model as follows: warm up, mini-lesson, work period, and closing.
- ✓ The implementation of various methods to support ESL students in the Math classroom such as small group instruction and workstations are evident.
- ✓ The constructivist's method of instruction with many hands-on activities such as the use of manipulatives is used.
- ✓ Learning strategies are modeled by the teacher in the mini-lesson. Students investigate with hands on activities during the work period.
- ✓ ELL students will continue to use Impact Math along with the *Skills Intervention Workbook* and the *Hot Topics* text.
- ✓ The Kaplan NYS Coach test prep book published by Triumph Learning and the New York State Mathematics workbook by Continental Press are used to prepare the students for the New York State Math Exam.
- ✓ Teachers will continue to analyze student work with tasks and rubrics in order to plan for future instruction.
- ✓ Teachers will utilize both formal and informal assessment, student portfolios, and student teacher conferences to individualize instruction.
- ✓ Professional development in mathematics instruction will continue to meet the individual needs of each teacher.
- ✓ A math coach will support the effective implementation of the program through

	<ul style="list-style-type: none"> <li>✓ focused on-site math staff development.</li> <li>✓ Electronic technologies- calculators and computers- provide ELL students with additional support.</li> <li>✓ Implementation of strategies in math programs during after-school. AIS services for at risk students.</li> <li>✓ Leveled classroom libraries will continue to be developed to support mathematic concepts for students with disabilities.</li> <li>✓ The Special Education School Improvement Specialist (SEIS) will work with the teachers of the Special Education Department to improve the instruction in the ICT, Setss, and Self-Contained Classrooms.</li> <li>✓ Special Needs Students will be offered the opportunity to participate in the SES programs which are offered after school and on Saturdays.</li> </ul> <p><b>Target Populations:</b> Students with Disabilities students, Special Education Teachers Grades 6-9, Math Teachers grades 6-9, Math Coach, and Math Assistant Principal</p> <p><b>Responsible Staff Members:</b></p> <ul style="list-style-type: none"> <li>✓ 2 Special Education Teachers</li> <li>✓ 3 Math Teachers Grade 6</li> <li>✓ 2 Math Teachers Grade 7</li> <li>✓ 4 Math Teachers Grade 8</li> <li>✓ Math Coach</li> <li>✓ Math Assistant Principal</li> <li>✓ Inquiry Team Members</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Workshop/Professional Development per diem and teacher coverages: TL/FSF</li> <li>✓ AIS Before/After School help: FSF</li> <li>✓ Inquiry Team planning: CFI Team Money</li> <li>✓ Workshops/PD covered by prep/per diem coverage: TL/FSF</li> <li>✓ Textbooks/Instructional supplies: FSF/TL</li> <li>✓ Math Supervisor: TL</li> <li>✓ AIS After/Before School: FSF</li> <li>✓ Part time Math Coach: TL</li> <li>✓ Library Media Specialist: TL</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Instructional Curriculum Support LSO:TL/LSO</li> <li>✓ Technology Equipment: TL/CFF</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Initial:</b> We will analyze the Impact Math Pre-Assessment Survey and Acuity Predictive Assessment Results.</p> <p><b>Midterm:</b> We will analyze the Acuity Diagnostic Assessment Results and the Impact Math Post-Assessment</p> <p><b>End term:</b> We will evaluate the 2009-2010 New York State Math exam results.</p>

Subject/Area (where relevant):

Level 3 and 4 students ELA/Math

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound</i></p>	<p>To increase the number of Level 3 and 4 students achieving a 1-1.5 year’s proficiency gain on the New York State English Language Arts and Mathematics exams, as measured by the Student Progress section of the June 2010 Progress Report.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions:</b> <u>ELA</u></p> <ul style="list-style-type: none"><li>• A Core Literacy Team has been created to develop advanced units of study combining fiction and non-fiction text. This team will work with the support and guidance of the Executive Officer of Research and Development in Literacy, Ms. Anne Plancher. The team will work to create curriculum maps which will address the needs of the advanced learner.</li><li>• Teachers of the Honor students will utilize strategies acquired in an action research group to help maintain and advance Level 3 and 4 students.<ul style="list-style-type: none"><li>➤ Instructional strategies include: Transactional Strategy Instruction (TSI), Reciprocal Teaching, Questioning the Author (QTA), and Concept Oriented Reading Instruction (CORI).</li><li>➤ Turn-keying of study group strategies in department Professional Development conferences.</li><li>➤ The Literacy Coach presents model lessons incorporating these comprehension strategies.</li></ul></li><li>• Professional development on the topics of Understanding by Design and Differentiated Instruction will be implemented in Department Conferences.</li><li>• Professional Development on the modeling of test preparation strategies will be provided in Literacy Department Conferences</li><li>• The Renzulli Learning Program will be implemented with the Advanced Learners in their Literacy Classrooms.</li><li>• The Literacy Coach will continue to model comprehension lessons in classrooms throughout the Literacy Department.</li><li>• Advanced students will be offered the opportunity to participate in the SES programs that are offered after school and on Saturdays.</li></ul>

## **Math**

- Teachers of the Honor students utilize strategies acquired in an action group to help maintain and advance Level 3 and 4 students.
- Teachers create review sheets that include past state exam questions.
- Teachers model class tests to the state exam.
- Pre-tests are used to assess student's strengths and weaknesses so that instruction can be differentiated.
- Individualized Education Plan goals are implemented in lessons.
- Extended day math clinics meet to provide enrichment.
- Successful strategies are shared during team meetings.
- Strategies are also turn-keyed during department Professional Development conferences.
- Professional Development on the topic of Small Group Instruction based on data such as Acuity will be implemented in Department Conferences.
- Students evaluate progress to establish short-term and long-term goals.
- The Mathematics Coach presents model lessons.
- Professional Development on the modeling of test preparation strategies will be provided in the Math Department Conferences during February, March, and April.

**Target Populations:** Grade 6-9, Literacy Teachers Grades 6-9, Inquiry Team, Literacy Coach, Instructional Consultant and Literacy Assistant Principal.

**Target Population:** Grades 6-9, Mathematics Teachers Grades 6-9, Mathematics Coach, Mathematics Assistant Principal.

### **Responsible Staff Members:**

- ✓ 3 Literacy Teachers Grade 6
- ✓ 3 Literacy Teachers Grade 7
- ✓ 3 Literacy Teachers Grade 8
- ✓ Literacy Coach
- ✓ Instruction Consultant
- ✓ Literacy Assistant Principal

	<ul style="list-style-type: none"> <li>✓ 3 Mathematics Teachers Grade 6</li> <li>✓ 4 Mathematics Teachers Grade 7</li> <li>✓ Mathematics Teachers Grade 8</li> <li>✓ Mathematics Coach</li> <li>✓ Mathematics Assistant Principal</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Workshop/Professional Development per diem and teacher coverages: TL/FSF</li> <li>✓ AIS Before/After School help: FSF</li> <li>✓ Inquiry Team planning: CFI Team Money</li> <li>✓ Workshops/PD covered by prep/per diem coverage: TL/FSF</li> <li>✓ Textbooks/Instructional supplies: FSF/TL</li> <li>✓ ELA Supervisor: TL</li> <li>✓ AIS After/Before School: FSF</li> <li>✓ Part time Literacy and Math Coach: TL</li> <li>✓ Library Media Specialist: TL</li> <li>✓ Instructional Curriculum Support LSO:TL/LSO</li> <li>✓ Technology Equipment: TL/CFF</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Initial:</b> The Principal and the Literacy Assistant Principal will conduct walkthroughs to evaluate the curriculum and comprehension strategies being taught in all literacy classrooms. The Literacy Team will analyze the results of Teacher’s College and Acuity Predictive Assessment Results.</p> <p>The Principal and the Mathematics Assistant Principal will conduct walkthroughs to evaluate instruction in all mathematics classrooms. The Mathematics Team will analyze the results of the Acuity Predictive Assessment exams.</p> <p><b>Midterm:</b> The Principal and the Literacy Assistant Principal will conduct walkthroughs to evaluate the curriculum and comprehension strategies being utilized in the classroom. The Literacy Assistant Principal will conduct observations to assess the comprehension strategies being utilized by teachers of advanced students. The Literacy Team will analyze the results of the Teacher’s College and Acuity Diagnostic Assessment Results.</p> <p>The Principal and the Mathematics Assistant Principal will conduct walkthroughs to evaluate instruction in the classroom. The Mathematics Assistant Principal will conduct observations to</p>

	<p>assess the instructional strategies being utilized in the classroom. The Mathematics Team will analyze the results of the Acuity Diagnostic Assessment exams.</p> <p><b>End term:</b> We will evaluate the 2009-2010 ELA exam results. We will evaluate the 2009-2010 Mathematics exam results.</p>
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**Subject/Area (where relevant):**

**School Environment/Communication**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be an improvement in the school environment with a focus on parent and student communication as measured by a 2% improvement in the overall school environment score on the 2010 Progress Report.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions:</b> <b>Parent Communication</b></p> <ul style="list-style-type: none"><li>• Parents are invited to attend Curriculum Night in September. On this night they meet their children’s teachers and they learn about the curriculum taught in each subject area.</li><li>• Parents of our incoming 6<sup>th</sup> graders are invited to our school for an orientation.</li><li>• Our 8<sup>th</sup> and 9<sup>th</sup> grade students and their parents attend High School Information Night in order to learn about the High School application process.</li><li>• The “School Messenger System” will be available to parents. This phone system will allow them to listen to a message containing information concerning all school events.</li><li>• The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions and activities, and community services.</li><li>• The Parent Teacher Association will organize Family Activity Nights such as the Halsey Movie Night.</li><li>• School Notes is a website where teachers post assignments so that parents can track what their child is learning. The parents can also contact the teacher via the website.</li><li>• The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.</li><li>• Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.</li><li>• Urban Advantage will enable parents and their children to visit the city’s museums and cultural sites- free of charge- while providing the 7<sup>th</sup> and 8<sup>th</sup> grade students access to information for their Exit Projects.</li><li>• A Multi-Cultural Night brings parents and students together to share dance, food, and customs from around the world.</li></ul>

- The 21<sup>st</sup> Century Grant:
  - 5 year program 7/08-6/13
  - Program is in effect year round-after or before school-including holiday and summer.
  - Program offers academic, youth development, partnerships and support to parents and family members.
  - An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and with supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
  - Activities and classes will be offered to parents.
  - Counseling will also be available to those in need.
- An English as a Second Language course will be offered to our parents throughout the school year.
- A computer course will be offered to assist parents in navigating the internet and school web site.
- During parent meetings the school will offer babysitting and homework help. This will assist parents in attending all school meetings.

**Students:**

- During the 2009-2010 school year, all students will participate in weekly grade assemblies conducted by the Assistant Principal, Guidance Counselor and Dean. These assemblies will provide the Assistant Principal, Guidance Counselor and Dean the opportunity to present and discuss important school topics with the students. A Values Curriculum will also be implemented at these assemblies.

**Target Populations:** All Halsey Parents and Students

**Responsible Staff Members:**

- ✓ Principal
- ✓ 4 Assistant Principals
- ✓ 3 Guidance Counselors
- ✓ 2 Deans
- ✓ 1 Parent Coordinator
- ✓ All JHS 157 Teachers

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Full-time Parent Coordinator: TL</li> <li>✓ School Messenger Service: TL/Software</li> <li>✓ Supplies/Materials: TL/FSF</li> <li>✓ Per Session Activities: TL</li> <li>✓ Translation Services: Title III Reimbursable</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Initial:</b>  <b>Parents:</b> Analyzing the 08’-09’ School Survey Report, Review of Parent attendance at all meetings such as PTC and workshops.</p> <p><b>Students:</b> A survey of student responses during the assembly program.</p> <p><b>Midterm:</b> Our school will create and utilize a survey for parents and students to complete in order to assess if our attempts to improve communication and engagement are effective.</p> <p><b>End Term:</b> Assessment of parent attendance at all meetings and workshops. An analysis of how student participation in the assembly program has improved student communication and engagement in school.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	26	15			34	0	n/a	n/a
7	23	11			36	0	n/a	n/a
8	29	16			32	0	n/a	n/a
9	15	30	30	20	20	0	n/a	n/a
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Small group and one-on-one intensive tutoring</li> <li>• Mandated Level 1 and 2 Students</li> <li>• Monday-Wednesday 2:20pm -3:10pm</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Small group and one-on-one intensive tutoring</li> <li>• Mandated Level 1 and 2 Students</li> <li>• Monday-Wednesday 2:20-3:10 pm</li> <li>• Teacher Created Materials: Targeted Math Instruction</li> <li>• Regents Help</li> <li>• Monday-Thursday 2:20pm-3:10pm</li> </ul>
<b>Science:</b>	<p><b>Science Regents Help</b></p> <ul style="list-style-type: none"> <li>• Small group and one-on-one tutoring</li> <li>• Monday-Thursday 2:20pm-3:10pm</li> </ul>
<b>Social Studies:</b>	<p><b>After School Library Program</b></p> <ul style="list-style-type: none"> <li>• Research Projects for Social Studies using the computers</li> <li>• Monday-Wednesday 2:20pm-3:00pm and Thursday from 2:20pm-4:00pm</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>6<sup>th</sup> and 7<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>• Follow up with At Risk Students</li> <li>• One-on-one</li> </ul> <p><b>8<sup>th</sup> Grade</b></p> <ul style="list-style-type: none"> <li>d) Individual Student Counseling for non-mandated students</li> <li>e) High School Applications</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	n/a

<b>At-risk Services Provided by the Social Worker:</b>	n/a
<b>At-risk Health-related Services:</b>	n/a

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

*NCLB/SED requirement for all schools*

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

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## **The Language Allocation Policy Narrative** **2009-2010**

### **Part 1: School ELL Profile:**

Stephen A. Halsey JHS 157 is a Grade 6 through 9 school located in the culturally diverse, residential community of Rego Park, Queens, New York. Queens, known as the most culturally diverse of the five (5) boroughs, prides itself on its international residency. JHS 157 is reflective of the multilingual, multiethnic diversity that mirrors the borough of Queens. The JHS 157, ATS/RHLA Home Language Report, dated November 2009, shows that the school is represented by 31 different languages. The second largest language group to English is Spanish, followed by Russian and Hebrew.

Junior High School 157 presently contains 1073 students. According to a recent ATS/RHLA at Home Language Report for LEP, there are 91 enrolled English Language Learners (ELLs) in grades 6-9. The English Language Learners represent 8% of the student population. Our English Language Learners speak 31 different languages. Several of the identified languages are singletons. If the student does not have basic English skills or another peer that is bilingual with the same native language, it is problematic for the child to comfortably communicate with peers. While the student develops the BICS and the CALP, there is a conscious effort made for the placement and pairing of students in a nurturing environment.

### **Part 2: ELL Identification Process:**

The present ELL Programs offered at JHS 157 for the 2009-2010 school year, consist of a free-standing ESL program of 91 students. The school does not presently require a bilingual program, but does provide English as a Second Language (ESL) instruction. Two certified ESL teachers and two certified Literacy Teachers provide ELL student with high quality instruction. We strive to support parents in making an educated decision about their child's placement. JHS 157 ensures that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). When a parent registers a child, the parent is provided with a one-on-one conference with the ELL Coordinator, Mr. David Berman, a certified ESL teacher and the Parent Coordinator, Ms. Virginia Dente. At this meeting, parents are informed of their options. They are offered the viewing of the Orientation Video in their home language. Also, they are provided with materials about each program in their home language. At this meeting, parents are informed that their child has the right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language and grade. They are also informed that if there are not sufficient numbers of students to form a TBE program, they have the option of transferring to another school in the district that has this program. At this meeting, parents are encouraged to ask questions regarding their options. Parents are provided with the Home Language Identification Survey (HLIS) and

Program Selection Form in their native language. We also offer parents the opportunity to make another appointment when necessary. All Parent Survey Surveys are reviewed by the LAP Committee and trends are identified. According to a review of Home Language Surveys, the program of choice selected by parents has routinely been ESL. The rationale by the parents surveyed has been that their children can use their native language at home. Parents want their children to learn English. The LAP Committee will address the growing desire for TBE as needed.

Mr. David Berman, a certified ESL teacher is responsible for conducting the initial screening to identify students who may be English Language Learners. Mr. Berman works with the parents, conducts an informal oral interview in English and in the native language. He then administers the Language Assessment Battery Revised (LAB-R). The Language Allocation Policy Team works to evaluate all students' NYSESLAT data. The areas of listening, speaking, reading, and writing are analyzed. The areas of strengths and weakness are then identified. The team then makes a recommendation for student placement.

### **Part III ELL Demographics:**

Presently, there are 91 English Language Learners receiving push-in and pull-out ESL services. The following is the breakdown of ESL students by grade:

Grade 6: 28 students

Grade 7: 29 students

Grade 8: 28 students

Grade 9: 6 students

### **Programs and ELL's by Subgroup**

SIFE: 7 students

Newcomers: 7 students

ELLs year 4-6: 9 students

ELLs in Special Education: 10 students

Long Term ELLs: 0 students

### **Breakdown of number of ELLs in ESL by grade and Language:**

#### **Spanish**

Grade 6: 7 students

Grade 7: 9 students

Grade 8: 4 students  
Grade 9: 2 students

**Chinese**

Grade 6: 1 student  
Grade 7: 0 students  
Grade 8: 2 students  
Grade 9: 0 students

**Russian**

Grade 6: 7 students  
Grade 7: 8 students  
Grade 8: 11 students  
Grade 9: 1 student

**Urdu**

Grade 6: 1 student  
Grade 7: 0 students  
Grade 8: 0 students  
Grade 9: 0 students

**Arabic**

Grade 6: 2 students  
Grade 7: 1 student  
Grade 8: 1 student  
Grade 9: 1 student

**French:**

Grade 6: 0 students  
Grade 7: 1 student  
Grade 8: 0 students

Grade 9: 0 students

**Other:**

Grade 6: 10 students

Grade 7: 10 students

Grade 8: 10 students

Grade 9: 2 students

Beginning ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Intermediate ESL students receive 360 minutes, or 8 periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or 4 periods of ESL instruction a week. Students receive support in the content areas with a push-in model. There are two bridge ESL classes for Beginning and Intermediate ESL students. The program is a block model (the class travels together as a group). One class services the grades 6 and 7 Beginner and Intermediate students; another class services the grades 8 and 9 Beginner and Intermediate students. Each of these two classes receives 11 periods of ESL instruction a week by a certified ESL instructor. There are 3 classes which contain ESL Advanced students. Advanced students are grouped in one class on each grade. A certified ESL teacher pushes into each of these classes 4 periods a week in order to support the ESL students within the content areas. Our students who have achieved proficiency are placed in classrooms with Advanced ESL students. These students receive the benefit of an additional teacher pushing into the content area classrooms to provide them with continued support for two years after reaching NYSESLAT proficiency. In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the second language learners.

All content area instruction is delivered in English. The content area teachers of English Language Learner students utilize a variety of instructional approaches to support students' understanding of vocabulary. Leveled classroom libraries are used to support the ELL students in the content area classrooms. These teachers have participated in professional development sessions provided by the LSO on instructional strategies for teachers of ELL students. These workshops focused on vocabulary strategies in the content area classroom. The content area teachers will also participate in Q-Tel workshops during the 2009-2010 school year.

The LAP Committee reviewed the NYSESLAT and ELA test results. The review of the NYSESLAT results indicated that our students scored advanced in the Listening and Speaking components and scored at the beginning and intermediate levels in Reading and Writing of the NYSESLAT exam. Our ELL students who take the ELA exam score predominately at the proficiency level 2. The

committee has noticed that the trend in Science and Math is that our ELL students score at a Level 2. Due to the analysis of this data, the Committee deemed that Writing and Reading must remain a focus area for ongoing development.

The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students work through author, genre, and thematic studies. The beginning and intermediate ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. The Acuity Assessments are administered and the results drive small group instruction in the ESL Classroom. The Teacher's College Assessment is administered to all ELL students. The results of these assessments are used to form Guided Reading Groups. Small group instruction and guided reading groups are utilized to differentiate instruction for each of the ELL subgroups (SIFE, less than 3 years, 4-6 years, 6 years and Special Need ELL students) In addition, students are paired in the classroom in an attempt to support their native language skills.

Classroom instruction will implement reading, writing, listening, and speaking activities in order to prepare the students for the NYSESLAT exam. Students will also be immersed in writing across genres: poetry, narratives, persuasive, and report. In addition, a writing portfolio will be compiled for each child. All ELL students will be assessed with the Teachers' College Running Record Assessment three times throughout the school year. This assessment will provide the teacher with each individual student's independent and instructional reading levels. This will allow the teacher to utilize guided reading groups in order to model reading strategies for these students. Our ELL students will take the Acuity assessments and the NYSESLAT periodic assessment tests this school year. The ESL teachers will use this information to implement small group instruction.

ELL classrooms contain leveled and bilingual libraries. The ESL teachers also utilize the Visions ELL instructional series to supplement instruction in the ESL classroom. Students have access to bilingual glossaries/dictionaries in all of their classrooms. English Language Learners are assessed with an English Language Learner assessment two times each year. These materials provide students with native language support in the ESL program.

Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 2:20 P.M. to 3:10 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. All ELL students are offered SES after school and Saturday programs in both Literacy and Math. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

Our ELL students receive transitional support from the guidance counselors when they enter JHS 157 from Elementary school. Counselors also assist ELL students in the selection of High Schools based on their interests. The Guidance Counselors also engage our 8<sup>th</sup> and 9<sup>th</sup> grade ELL students in conversations about future career choices.

During the 2009-2010 Academic year, the teachers of English Language Learners will participate in several professional development courses offered by the Department of Education. This training provides staff support to assist ELL's as they transition from one school level to another. The following training will be provided:

- Renzulli: The Personal Success Plan- Helping students set goals and get organized for academic success
- Q-TEL training

All teachers will receive a minimum of 7.5 hours of ELL training through biweekly Department conferences. Sign-in sheets are maintained as a record of this training. Teachers have attended Departmental Professional Development sessions on the following topics:

- The Teacher's College Running Record Assessment/ELLs
- Small group instruction for ELLs
- ELA/ELL Standard Based Instruction: Modification of Tasks, Rubrics and Criteria for Success for ELL students.
- Guided Reading Groups for ELLs
- NYSESLAT/Acuity data analysis

The parents of our English Language Learners attend many workshops/meetings throughout the school year. Parents of incoming 6<sup>th</sup> grade students attend a Halsey information night. In September, these parents also attend the Curriculum Night. During Curriculum Night, the English Language Learners' parents are provided specific details about the curriculum by the ESL teachers. Additional parent meetings for ESL students will take place during the school day. There will be three workshops during the 2009-2010 school year. The topics will be as follows:

January 20, 2010: Literacy strategies to help your child at home

February 24, 2010: Preparing your child for the ELA exam (Advanced Students)

March 17, 2010: Preparing your child for the NYSESLAT exam (Session 1)

April 21, 2010: Preparing your child for the NYSESLAT exam (Session 2)

June: Class placement for September and Summer School Support opportunities.

In addition, Parent needs are evaluated at Title 1 parent meetings. Surveys are utilized for this purpose. The Parent Coordinator conducts workshops throughout the school year as the needs arise. Topics of these meetings include:

- Services that parents can receive from agencies throughout the community and city
- The use of *School Notes* and the School website in order to access information
- Accessing and Interpreting Acuity information

Parents of English Language Learners also have access to the Century 21 Community based organization which provides numerous workshops and support services to all parents of the school community.

#### **Part IV: Assessment Analysis:**

The LAP Committee reviewed the NYSESLAT and ELA test results. The review of the NYSESLAT results indicated that our students scored advanced in the Listening and Speaking components and scored at the beginning and intermediate levels in Reading and Writing of the NYSESLAT exam (see attached LAP Worksheets Grades K-8 and 9-12). Our ELL students who take the ELA exam score predominately at the proficiency level 2. The committee has noticed that the trend in Science and Math is that our ELL students score at a Level 2. Due to the analysis of this data, the Committee deemed that Writing and Reading must remain a focus area for ongoing development. Teacher teams will work to analyze ELL student data and to modify instruction based on trends identified.

In order to further develop **Academic Rigor** for the **ELL/ESL student population, JHS 157 will:**

1. Standardized exams were ordered in the available languages for all ELL students.
2. A human resource list highlighting the languages spoken by staff has been compiled and is being utilized.
3. The focus will be on the SIFE student population. Extended day and SES programs allow for additional instructional time for recent ELL arrivals.
4. Parent involvement opportunities which support parent/child shared learning experiences will continue.
5. Non-ESL teachers will attend Q-TEL and other related literacy professional development workshops throughout the school year.
6. Workshops on the introduction and utilization of ELL related data will continue. ELL updated rosters, which highlight new students admitted to the school and related instructional levels will be reviewed regularly.
7. A push-in ESL program parallels and supports the existing literacy program, allowing for enhanced articulation/congruence between the Literacy and ESL instructors.

8. Support ELL Teacher Teams to work to analyze data and to align instruction to ELL student needs.

**The LAP Committee consists of the following members:**

Principal	Mr. Vincent Suraci
Assistant Principal	Ms. Angela Ancona-Lisa
ELL Coordinator	Mr. David Berman
Parent & Community	Ms. Virginia Dente
Parent	Ms. Lori Glick
Literacy Coach	Ms. Jeannine Fellin
ESL / ELA Teachers	Ms. Sahar Hussain/ESL Ms. Gina Schoon/ELA
AIS / IEP Teachers	Ms. Stephanie Sussman
Guidance Counselors	Ms. Barbara Goodstein

The Committee will continue to meet for the purpose of ongoing evaluation of our assessment and of the instruction in the ELL classrooms. We will also be researching professional development opportunities and professional literature connected to ELL instruction.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-8 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

**DIRECTIONS:** This worksheet assists school staff with creating and writing a school's language allocation policy (LAP), which must be written in narrative form. This document is not the LAP, but rather a worksheet to help LAP developers compile and analyze data necessary for the LAP. Additionally, upon completion of the worksheet, LAP team members should sign and certify that the information provided on the LAP is accurate. Please attach this worksheet to the LAP narrative as an appendix. Agendas and minutes of LAP meetings should be kept readily available on file in the school.

**I. Language Allocation Policy Team Composition**

SSO/District: **28Q**

School: **Stephen A. Halsey JHS 157**

Principal: **Mr. Vincent Suraci** Assistant Principal: **Angela Ancona-Lisa** Parent Coordinator: **Ms. Virginia Dente** Parent: **Ms. Lori Glick**

Coach: **Jeannine Fellin** ELL Coordinator: **Mr. David Berman** Teacher/Subject Area: **Ms. Gina Schoon/ ELA**  
Teacher/Subject Area: **Ms. Sahar Hussain/ESL**

Guidance Counselor: **Ms. Barbara Goodstein** Related Service Provider: **Stephanie Sussman**

**II. Teacher Qualifications (Please provide copies of all staff members' certifications referred to in this section)**

Number of Certified ESL Teachers <b>2</b>	Number of Certified Bilingual Teachers <b>n/a</b>	Number of Certified NLA/FL Teachers <b>0</b>
Number of Content Area Teachers with Bilingual Extensions <b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions <b>0</b>	Number of Teachers of ELLs without ESL/NLA Certification <b>0</b>

**III. ELL Demographics**

Total Number of Students in School <b>1073</b>	Total Number of ELLs <b>91</b>	ELLs as Share of Total Student Population (%) <b>8%</b>
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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.

	K	1	2	3	4	5	6	7	8	Total
TBE (60%:40% <b>3</b> 50%:50% <b>3</b> 75%:25%)										
Dual Language (50%:50%)							--	--	--	--
Freestanding ESL										
Self-Contained							1	2	1	4
Push-In							1	0	1	2
<b>Total</b>							<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>

Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp. Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

Long-Term ELLs (more than 6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	TBE*		Dual Language		ESL		Total	
ELLs (3 years or less)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>
ELLs (4-6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>
Long-Term ELLs (more than 6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	<b>7</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>4</b>
					<b>85</b>			

\*FOR BILINGUAL SPECIAL ED ONLY — Please indicate the total number of ELLs in Alternate Placement: BBBB

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP  
TRANSITIONAL BILINGUAL EDUCATION**

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										
Chinese									15	
Russian										
Bengali										
Urdu										
Arabic										
Haitian Creole										
French										
Korean										
Punjabi										
Polish										
Albanian										
Other										
<b>TOTAL</b>										

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP  
DUAL LANGUAGE (ELLS/EPs)**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																				
Chinese																				
Russian																				
Korean																				
Haitian Creole																				
Other																				
<b>TOTAL</b>																				

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP  
FREESTANDING ENGLISH AS A SECOND LANGUAGE**

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							7	4	9	20
Chinese							1		2	3
Russian							7	8	11	26
Bengali										
Urdu							1			1
Arabic							2	1	1	4
Haitian Creole										
French								1		1
Korean										
Punjabi										
Polish									1	1
Albanian										
Other							10	10	10	30
<b>TOTAL</b>							28	29	28	85
<b>GRAND TOTAL FOR ALL PROGRAMS</b>							28	29	28	85

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:

**IV. Parent Program Choice: Review the Parent Surveys and Program Selection forms and answer the following questions in your LAP narrative or on a separate page (for General Education students only)**

1. 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.
2. Describe how your school ensures that all Program Selection Forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
3. 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.)
4. 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.

**V. Assessment Analysis**

**PART A: COMPILER LAB-R AND/OR NYSESLAT RESULTS (USING THE RLAT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION. COPY AS NEEDED FOR EACH PROGRAM MODEL.**

				6 Bilingual	6 ESL	7 Bilingual	7 ESL	8 Bilingual	8 ESL	TOTAL
Beginner (B)					8		6		7	21
Inter- mediate (I)					7		6		12	25
Advanced (A)					13		17		9	39
Total Tested					28		29		28	85

**AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES (REFER TO OBTAINING LAB-R AND NYSESLAT DATA FROM ATS, AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat>) ON MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.**

	K	1	2	3	4	5	6	7	8
<b>LISTENING and SPEAKING</b>							Total:	Total:	Total:
B							6	4	6
I							6	3	4
A							15	10	6
P							1	12	12
<b>READING And WRITING</b>									
B							9	5	9
I							9	7	13
A							8	16	6
P							2	1	0

**PART B: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL IN YOUR SCHOOL.**

1. What is revealed by the data patterns across proficiency levels and grades?
2. How will patterns across the four modalities—listening, speaking, reading, and writing—affect instructional decisions?

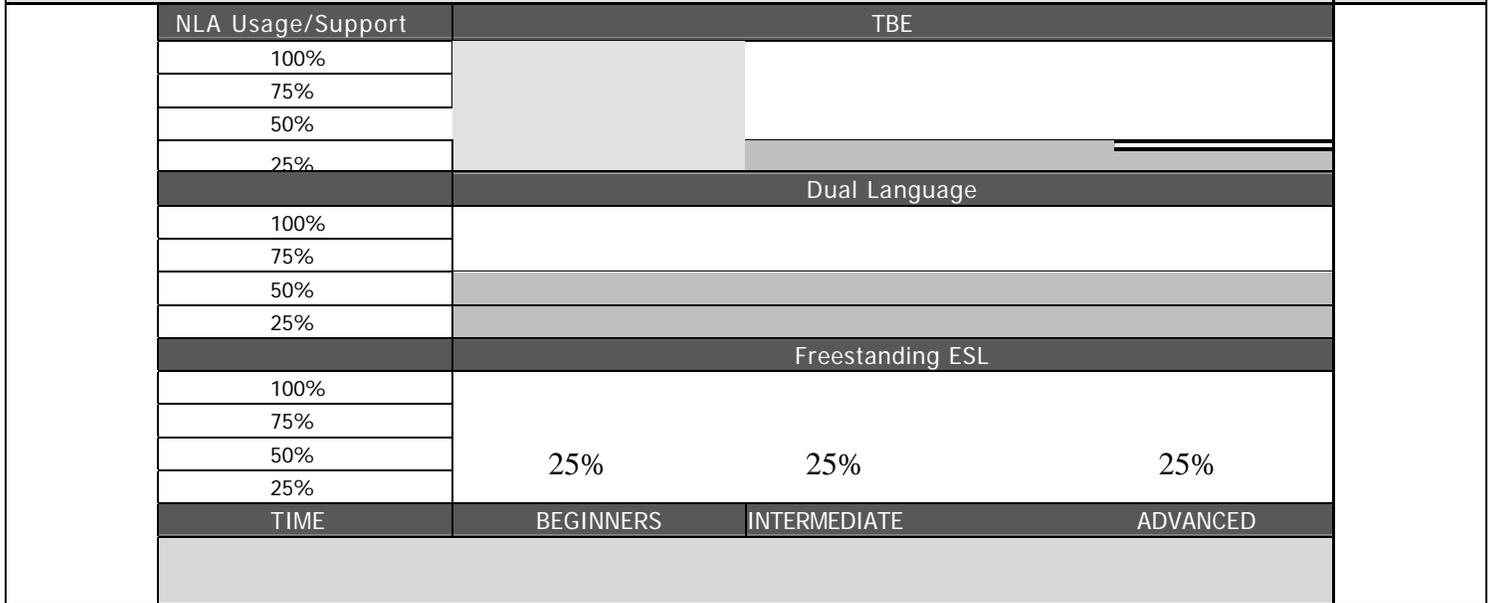
PART C: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. FILL IN THE NUMBER OF ELLS TAKING THE ASSESSMENTS IN ENGLISH AND/OR THE NATIVE LANGUAGE IN EACH PROGRAM MODEL (COPY AS NEEDED)

Test	Grade	Level I		Level II		Level III		Level IV		Total			
		English	NL	English	NL	English	NL	English	NL	English	NL		
<b>ENGLISH</b>													
English Language Arts (ELA)	3												
	4												
	5												
	6	0		3		4	11	0					
	7	0		6		6		0					
	8	1		6		2		0					
NYSAA ELA	Bil. Sp. Ed.												
<b>MATH</b>													
NY State Math	3												
	4												
	5												
	6	1	2	1	1	5	2	1	0				
	7	0	1	4	2	7	3	1	1				
	8	0	0	2	4	3	4	2	1				
NYSAA	Bil. Sp. Ed.												
<b>SCIENCE</b>													
NYS Assmt.	4												
	8												
NYSAA	Sp. Ed.												
<b>SOCIAL STUDIES</b>													
NYS Assmt.	5												
	8												
NYSAA	Sp. Ed.												
<b>OTHER ASSESSMENTS</b>													
		Level I		Level II		Level III		Level IV		Level V		Level VI	
ECLAS 2	K												
	1												
	2												
	3												
EI SOL	K												
	1												
	2												
	3												
		Percent of ELLs Passing Test (based on number of ELLs tested)		(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)				Percent of ELLs Passing Test (based on number of ELLs tested)		(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)			
ELE (Spanish Reading Test)					Chinese Reading Test								

PART D: AFTER A REVIEW OF THE ASSESSMENT DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL			
1. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?			
2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.			
3. What is the school learning about ELLs from the Interim Assessments? How is the Native Language used?			
4. For Dual Language programs only:			
a) How are the English Proficient students (EPs) assessed in the second (target) language?			
b) What is the level of language proficiency in the second (target) language for EPs?			
c) How are EPs performing on State and City Assessments?			
VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the following CR Part 154 instructional unit requirements for ELLs, grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts			
Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).			
1. How is instruction delivered?			
a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?			
b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?			
c. What instructional approaches and methods are used to make content comprehensible and enrich language development?			
2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in VI above)?			
a. How is explicit ESL instruction delivered in each program model to comply with mandates?			
b. How is explicit ELA instruction delivered in each program model to comply with mandates?			
c. How is explicit NLA instruction delivered in each program model to comply with mandates?			
d. How are the content areas delivered in each program model?			
3. How do you differentiate instruction for ELL subgroups?			
a. Describe your instructional plan for SIFE.			
b. Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.			
c. Describe your plan for Long-Term ELLs (in NYC schools six years or more).			
d. Describe your plan for ELLs identified as having special needs.			
4. 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.			
5. Describe your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT.			
6. For Dual Language programs only:			
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)?			
VII. Resources and Support (Include in LAP narrative)			
1. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?			
2. Ongoing Professional Development			
a. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)			
b. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.			
3. How is native language support delivered in each program model?			
4. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?			

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

models.



VIII. Program Descriptions (Include in LAP narrative): Using the information compiled in this worksheet, describe in narrative program model available in your school and the language allocation plan for each.

form each

IX. Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

staff.

Name (PRINT)	Title	Signature	Date
Ms. Angela Ancona-Lisa	Assistant Principal		
Ms. Virginia Dente	Parent Coordinator		
Ms. Sahar Hussain	ESL Teacher		
Ms. Lori Glick	Parent		
Ms. Gina Schoon/Literacy	Teacher/Subject Area		
	Teacher/Subject Area		
Ms. Jeannine Fellin	Coach		
Mr. David Berman	ELL Coordinator		
Ms. Barbara Goodstein	Guidance Counselor		
	School Achievement Facilitator		


School Principal <b>Mr. Vincent Suraci</b>	Date
ELL Compliance and Performance Specialist	Date
Ms. Angela Ancona-Lisa	
Community Superintendent	Date



**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES 9–12 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

**DIRECTIONS:** This worksheet assists school staff with creating and writing a school’s language allocation policy (LAP), which must be written in narrative form. This document is not the LAP, but rather a worksheet to help LAP developers compile and analyze data necessary for the LAP. Additionally, upon completion of the worksheet, LAP team members should sign and certify that the information provided on the LAP is accurate. Please attach this worksheet to the LAP narrative as an appendix. Agendas and minutes of LAP meetings should be kept readily available on file in the school.

**I. Language Allocation Policy Team Composition**

SSO/District 28Q		School <b>Stephen A. Halsey JHS 157</b>	
Principal Mr. Vincent Suraci	Assistant Principal Ms. Angela Ancona-Lisa	Parent Coordinator Ms. Virginia Dente	Parent Ms. Lori Glick
Coach Ms. Jeannine Fellin	Coach	Teacher/Subject Area Mr. Gina Schoon/ELA	Teacher/Subject Area Ms. Sahar Hussain/ESL
Teacher/Subject Area Mr. David Berman/ESL	Guidance Counselor Ms. Barbara Goodstein	Related Service Provider Ms. Stephanie Sussman	Other (SAF)

**II. Teacher Qualifications** *(Please provide copies of all staff members’ certifications referred to in this section)*

Number of Certified ESL Teachers      2	Number of Certified Bilingual Teachers      0	Number of Certified NLA/FL Teachers      0
Number of Content Area Teachers With Bilingual Extensions      0	Number of Special Ed Teachers with Bilingual Extensions      0	Number of Teachers of ELLs without ESL/NLA Certification      0

**III. ELL Demographics**

Total Number of Students in School      1076	Total Number of ELLs      91	ELLs as Share of Total Student Population (%) 8%
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**The number of classes/periods for each ELL program model that your school provides per day:**

	9	10	11	12	TOTAL
<b>TBE</b> (60%:40% → 50%:50% → 75%:25%)					
<b>Dual Language</b> (50%:50%)					
<b>Freestanding ESL</b>					
Self-Contained	1/8				
Push-In					
<b>Total Classes</b>	1/8				

Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp. Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

Long-Term ELLs (more than 6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	12	3	0	0	23	6	35	9
	20		0		42		62	
	<b>TBE</b>		<b>Dual Language</b>		<b>ESL*</b>		<b>Total</b>	

ELLs (3 years or less)	SIFE	SP. ED.						
					1	0	1	0
				6		6		
ELLs (4-6 years)	SIFE	SP. ED.						
					0	0	0	0
				0		0		
Long-Term ELLs (more than 6 years)	SIFE	SP. ED.						
					0	0	0	0
				0		0		
Total	SIFE	SP. ED.						
					6	0	6	0

\*FOR BIL. SP. ED. ONLY - Please indicate here the total number of ELLs in Alternate Placement: \_\_\_\_\_

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP**

**TRANSITIONAL BILINGUAL EDUCATION**

	9	10	11	12	TOTAL
Spanish					
Chinese					
Russian					
Bengali					
Urdu					
Arabic					
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other					
<b>TOTAL</b>					

**DUAL LANGUAGE (ELLS/EPs)**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese										
Korean										
Spanish										
Other										
<b>TOTAL</b>										

**FREESTANDING ENGLISH AS A SECOND LANGUAGE**

Spanish	2				
Chinese					

Russian	1				
Bengali					
Urdu					
Arabic	1				
Haitian Creole					
French					
Korean	1				
Punjabi					
Polish					
Albanian					
Other	2				
<b>TOTAL</b>	<b>6</b>				
<b>GRAND TOTAL ALL PROGRAMS</b>	<b>6</b>				

**This Section for Dual Language Programs Only**

<b>Number of Bilingual students (students fluent in both languages):</b>	<b>Number of third language speakers:</b>
--	---

<b>Ethnic breakdown of EPs (Number)</b>		
African-American: _____	Asian: _____	Hispanic/Latino: _____
Native American: _____	White (Non-Hispanic/Latino): _____	Other: _____

**IV. Parent Program Choice: Review the Parent Surveys and Program Selection forms and answer the following questions in your LAP narrative or on a separate page (for General Education students only)**

1. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
2. Describe how your school ensures that all program selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
3. 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.)
4. 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.

**V. Assessment Analysis**

**PART A: COMPILE LAB-R AND/OR NYSESLAT RESULTS (USING THE RLAT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION. COPY AS NEEDED FOR EACH PROGRAM MODEL.**

<b>Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Beginner (B)	4				
Intermediate (I)	2				
Advanced (A)	0				

Total Tested	6				
--------------	---	--	--	--	--

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES (REFER TO **OBTAINING LAB-R AND NYSESLAT DATA FROM ATS**) AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat>) ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

<b>LISTENING</b>					
B	3				
I	2				
A	1				
<b>SPEAKING</b>					
B	3				
I	2				
A	1				
<b>READING</b>					
B	4				
I	1				
A	1				
<b>WRITING</b>					
B	4				
I	1				
A	1				

**PART B: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL IN YOUR SCHOOL.**

1. What is revealed by the data patterns across proficiency levels and grades?
2. How will patterns across the four modalities—listening, speaking, reading, and writing—affect instructional decisions?

**PART C: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. USE CURRENT FORMATIVE AND SUMMATIVE DATA. FILL IN THE NUMBER OF ELLS THAT HAVE TAKEN AND PASSED THE ASSESSMENTS IN ENGLISH (OR THE NATIVE LANGUAGE, WHERE APPLICABLE) IN EACH PROGRAM MODEL. COPY AS NEEDED.**

NY State Regents Exam	Number of ELLs Taking Test		Number of ELLs Passing Test	
	ENGLISH	NATIVE LANGUAGE	ENGLISH	NATIVE LANGUAGE
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I	7	0		
Sequential Mathematics II				

Sequential Mathematics III				
Biology	9	0		
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**NATIVE LANGUAGE READING TESTS**

	Number of ELLs Taking Test	Number of ELLs Passing Test	Number of EPs Taking Test (for DL)	Number of EPs Passing Test (for DL)
ELE (Spanish Reading Test)				
Chinese Reading Test				

**PART D: AFTER A REVIEW OF THE ASSESSMENT DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL.**

1. Examine student results. What are the patterns across proficiencies? How are ELLs faring in tests taken in English as compared with the native language?
2. What are the implications for the school's LAP and instruction? How is the Native Language used?
3. How are the English Proficient students (EPs) assessed in the second (target) language? **(For Dual Language programs only)**
4. What is the level of language proficiency in the second (target) language for EPs? **(For DL programs only)**
5. How are the EPs performing on State and City Assessments? **(For DL programs only)**

**VI. Planning for ELLs (include in LAP narrative): Answer the questions below, keeping in mind the CR Part 154 instructional unit requirements for ELLs, grades 9–12.**

--	--	--	--	--

	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week

**FOR TBE /DL PROGRAMS**

Native Language Arts

**Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).**

1. How is instruction delivered?
  - a) What are the organizational models (e.g., Departmentalized, Interdisciplinary, 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])?
  - c) What instructional approaches and methods are used to make content comprehensible and enrich language development?
2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in Chart VI)?
  - a) How is explicit ESL delivered in each program model to comply with mandates?
  - b) How is explicit ELA delivered in each program model to comply with mandates?
  - c) How is explicit NLA delivered in each program model to comply with mandates?
  - d) How are the content areas delivered in each program model?
3. How do you differentiate instruction for ELL subgroups?
  - a) Describe your plan for SIFE.
  - b) Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c) Describe your plan for Long-Term ELLs (in NYC school six years or more).
  - d) Describe your plan for ELLs identified as having special needs.
  - e) Describe your plan for ELLs who require more than four years to graduate.
4. 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.
5. Describe your plan for continuing transitional support (two years) for students reaching proficiency on the NYSESLAT.

6. What language electives are offered to ELLs?

7. What is done to prepare ELLs for the Regents?

**8. For Dual Language programs only:**  
 a) How much (%) time in the target language is used for EPs and ELLs in each grade?  
 b) How is language separated for instruction (time, subject, teacher, theme)?  
 c) List the courses offered in each language for secondary Dual Language students.

**VII. Resources and Support (Include in LAP narrative)**

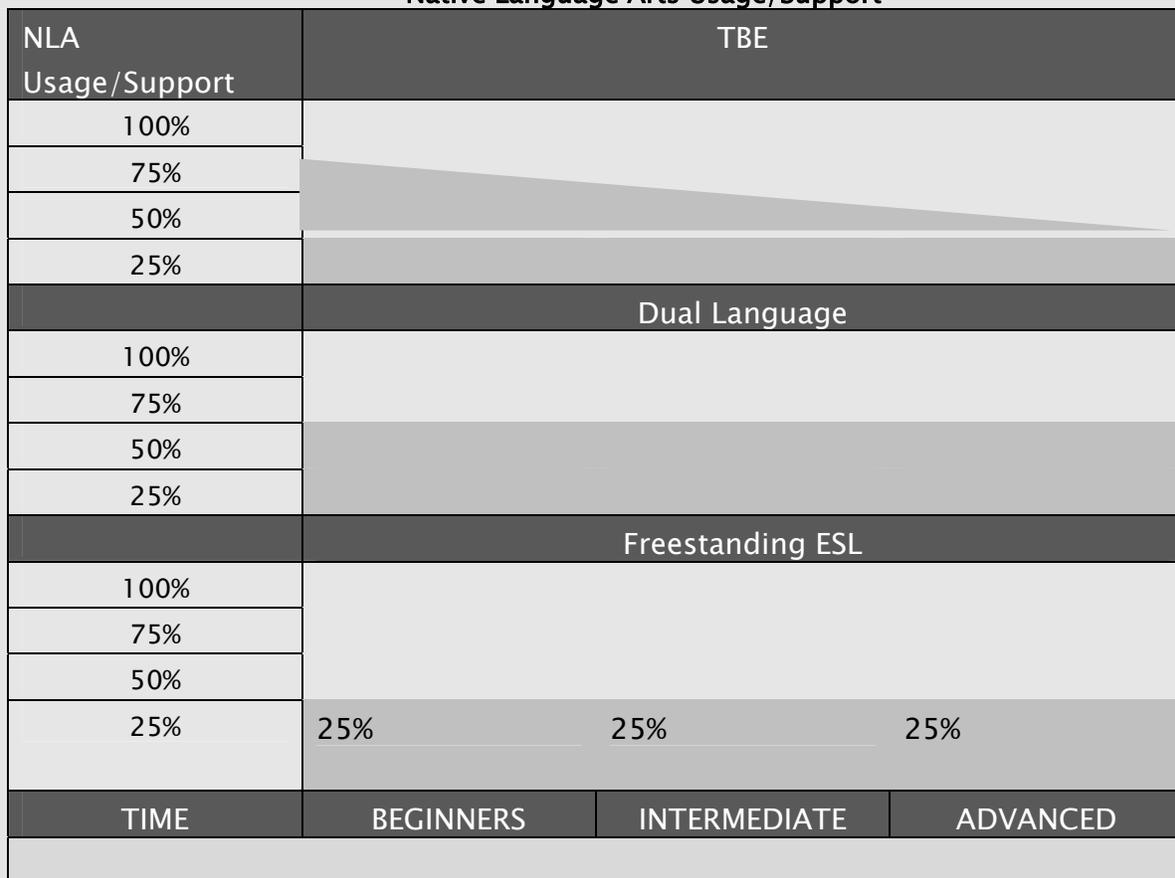
1. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

2. Ongoing Professional Development  
 a. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)  
 b. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

3. How is native language support delivered in each program model?

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

**Native Language Arts Usage/Support**



**VIII. Program descriptions (include in LAP narrative):** Using the information compiled in this worksheet, describe each program model and the language allocation plan for each in narrative form.

**IX. Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

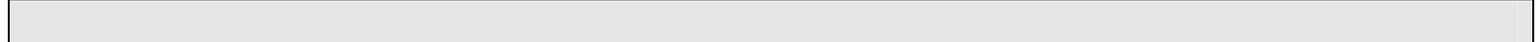
Name (PRINT)	Title	Signature	Date
Ms. Angela Ancona-Lisa	Assistant Principal		
Ms. Virginia Dente	Parent Coordinator		
Ms. Sahar Hussain	ESL Teacher		
Ms. Lori Glick	Parent		
Mr. David Berman/ESL	Teacher/Subject Area		
Ms. Gina Schoon/ELA	Teacher/Subject Area		
Ms. Jeannine Fellin/ELA	Coach		
	Coach		
Ms. Barbara Goodstein	Guidance Counselor		
	School Achievement Facilitator		
	Other		
	Other		
	Other		



School Principal Mr. V.Suraci	Date
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ELL Compliance and Performance Specialist Ms. A. Ancona-Lisa	Date
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Community Superintendent Ms. J.Reed	Date
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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 6-9      **Number of Students to be Served:**     91     LEP      Non-LEP

**Number of Teachers**     2          **Other Staff (Specify)**     1 Assistant Principal    

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

**Title III, Part A LEP Program**

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

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**Part 1: High Quality Instructional Title III program:**

At present, according to related ATS data secured from a recent RMSR report, the school serves approximately 91 English Language Learners (ELLs) in Grades 6-9. The school does not presently require a bilingual program, but will continue to offer ESL throughout the 2009-2010 school year.

The 2008-2009 Progress Report has indicated that 25.7% of our English Language Learners have made 1.5 years progress in ELA. This is a 17.8% improvement from 2007-2008's percentage of 7.9%. We have also identified that 30.7% of our English Language Learners have made 1.5 years progress in Math. This is a 2.3% improvement from 2007-2008's percentage of 28.4%.

Although our English Language Learners have made progress, an achievement gap in the areas of ELA remains for these students. We have also identified 16 students who have been in the country for three or more years and who have not tested proficient on the NYSESLAT exam. These students remain at an intermediate or advanced level of English proficiency and continue to need ESL services.

Beginning ESL students receive 360 minutes, or eight periods of ESL instruction a week. Intermediate ESL students receive 360 minutes, or eight periods of ESL instruction a week. Advanced ESL students receive 180 minutes, or four periods of ESL instruction a week. Students receive these services from September to June. Student services are provided by two licensed ESL teachers and by two licensed literacy teachers. We ensure

that the mandated number of minutes is provided, including explicit ESL, ELA, and content area instruction in the creation of our ELL classes and ELL student schedules. We also ensure that students receive support in the content areas with a push-in model.

There are two bridge ESL classes for Beginning and Intermediate ESL students. One class services the grades 6 and 7 Beginner and Intermediate students; another class services the grades 8 and 9 Beginner and Intermediate students. Each of these two classes receives 11 periods of ESL instruction a week by a certified ESL instructor. There are three classes which contain ESL Advanced students. Advanced students are grouped in one class on each grade. A certified ESL teacher pushes into each of these classes four periods a week in order to support the ESL students within the content areas. Our students who have achieved proficiency are placed in classrooms with Advanced ESL students. These students receive the benefit of an additional teacher pushing into the content area classrooms to provide them with continued support for two years after reaching NYSESLAT proficiency. In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the English Language Learners.

In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the English Language Learners. The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period, and a closing. The Intermediate and Advanced ELL students work through author and genre studies. The beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. Guided Reading Libraries will be purchased for the ESL classroom in order to support the teacher in providing the students with guided reading and small group instruction. As the need and availability arise, the ESL teachers will utilize the laptop computers and Smart Board in an attempt to make learning visual for these students.

Classroom instruction will implement authentic reading, writing, listening and speaking activities, in order to prepare the students for the NYSESLAT exam. Students will also be immersed in writing across genres: poetry, narratives, persuasive, etc. In addition, a writing portfolio will be compiled for each child. All ELL students will be assessed with the Teachers' College Reading Record Assessment three times throughout the school year. This assessment will provide the teacher with each individual students' independent and instructional reading levels. This will allow the teacher to utilize guided reading groups in order to model reading strategies for these students. Our ELL students will take the Acuity assessments and the Hampton Brown NYESLAT periodic assessment tests this school year. The ESL teachers will use this valuable information to implement small group instruction. The ESL teachers' goal is to individually personalize the instruction to meet the needs of each student. The Extended Day After-School Program for Beginners and for Intermediate ESL students takes place from 2:20 P.M. to 3:10 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking.

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

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Teachers will participate in a series of workshops on comprehension strategies for the ELL student. These teachers' classrooms will become lab-sites for other teachers to visit in order to develop best practices for ELL instruction in all of the content areas.

- Renzulli Learning Professional Development :The Personal Success Plan- Helping students set goals and get organized for academic success  
Getting even more out of Renzulli Learning Estimated cost: \$3,000
- West-Ed Q-TEL Training Estimated cost: \$10,000



**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$2,394.72	Per Session for an ELL support after school program March 1, 2010- May 3, 2010 8 weeks Two Certified ESL teachers at \$49.89 per session
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$ 10,000	West-Ed: Q-Tel: \$10,000
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$1,565	Scholastic Library Books
<b>Educational Software (Object Code 199)</b>	\$9,900	30 Net books (\$300 each)  1 Projector (\$900)
<b>Travel</b>		n/a
<b>Other</b>		n/a
<b>TOTAL</b>	<b>\$23,860</b>	

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

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

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

#### **Part A: Needs Assessment Findings**

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

The RHLA and RPOB report on ATS is generated and other informal assessments such as student conferring and parent contact are used to assess our school's oral interpretation and written translation needs. Information about parents' preferred language of communication is indicated on the emergency contact card. The ESL Continued Entitlement and Program Placement letters are sent home in the various languages. After analyzing the data, oral translation services are sought within the school community. We have staff members who speak Arabic, Spanish, Farci, Bengali, Urdu, Punjabi, French, Indonesian, Russian, and Hebrew.

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.

The analysis of the data has indicated that Russian, Chinese, Korean, Spanish, Polish, Arabic, Urdu, and Haitian Creole translation is necessary for the students and parents of JHS 157. Our findings indicate that parents are more likely to attend meetings at the school when they are provided with translators. To encourage parent attendance at meetings such as Parent Teacher Conference, we provide oral translators in the numerous languages. Teachers are informed of the translation needs at faculty conferences, department meetings, and grade conferences. For Parent Teacher Conferences, the entire staff is provided with a list of translators that they may call to provide translation.

#### **Part B: Strategies and Activities**

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

In accordance with the Chancellor's Regulations A-663, JHS 157 provides interpretation services both in group and in one-on-one meetings with parents in order to communicate with them about their child's education. We provide translation versions of all documents

distributed to students. Signs are posted in the main entrance of the building letting parents know about their rights to Language Access Services. The school also has copies of the Parent Bill of Rights and the Family Guide in the appropriate languages for parents. Information about parents' preferred language of communication is located on the emergency cards and in ATS. A designated Parent Coordinator is the point person who makes arrangements for parent translation and interpretation services. As translation services are provided in-house, the school also has a list of all bilingual staff. These staff members provide additional support for non-English speaking parents.

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 order to meet the needs of our Non-English speaking parents, JHS 157 also has designated the Parent Coordinator as a point person to make arrangements for parent translation and interpretation services. As translation services are provided in-house, the school also has a list of all bilingual staff that can provide additional support for non-English speaking parents. We have staff members who speak Arabic, Spanish, Farci, Bengali, Urdu, Punjabi, French, Indonesian, Russian and Hebrew. These staff members assist parent-teacher communication by translating conversations from meetings and from telephone calls.

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>.

In order to fulfill Chancellor's Regulations A-663, JHS 157 has designated the Parent Coordinator as a point person to make arrangement for parent translation and interpretation services. The Parent Coordinator assists parents with all communication within the Department of Education. Parents are also provided a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Signs in the predominate language indicating the availability of interpretation services are prominently displayed at the school's main entrance. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$516,496	
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$5,165	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$25,824	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$51,649.60	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:    90%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The following strategies were implemented during the 2008-2009 school year to ensure that JHS 157 will have 100% of teachers highly qualified for the 2009-2010 school year.

- Teachers will be assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations.
- Assisting uncertified teachers in gaining certification through one-on-one counseling sessions.

- Supporting new teachers through a New Teacher Mentoring Program. The mentor provides the teacher guidance with the licensing process

Additionally, listed below are some professional development strategies that JHS 157 has used to align professional development with the needs of the staff:

- Teachers work on Teacher Teams to analyze data/ student work and make instructional decisions
- Literacy coaches schedule and conduct individual Team Meetings and professional development sessions

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **Appendix 4: NCLB Requirements for Title 1 Schools 2009-2010**

### **Part B: Title 1 School Parental Involvement Policy and School Parent Compact**

#### **1. School Parent Involvement Policy**

In accordance with the Elementary and Secondary Education Act (ESEA), JHS 157 has organized a team of parents, teachers, and administrators to create a School Parent Involvement Policy. This policy outlines the programs and the procedures which will be planned for the parent community during the 2009-2010 school year. We believe that by developing a strong partnership with parents we will ensure the academic, social and emotional development of our students. The Parent Involvement Policy and the School-Parent Compact were distributed to all Title 1 parents on October 29, 2009.

## **Process of Implementation**

The School Leadership Team will analyze the school's data including the Learning Environment Survey, Progress Report, and School Report Card. Trends will be identified and the team will work to research strategies for improvement.

A preliminary analysis of the 2008-2009 Learning Environment Survey indicated that the parents of JHS 157 would recommend the school work to improve parental communication. The following are programs and activities planned to address this area in need of improvement.

- *The Halsey Information Quarterly* is a newsletter for parents. Administrators, Teachers, and Students all contribute to this newsletter. The HIQ keeps the school community informed of all events.
- *Fusion* is an online newsletter generated to provide information about school events as well as to celebrate our students' writing.
- Parents will be invited to attend Curriculum Night in September. On this night, parents will meet the teachers of their children and they will learn about the curriculum taught in each subject area.
- Parents of our incoming 6<sup>th</sup> graders will be invited to our school for an orientation.
- Our 8<sup>th</sup> and 9<sup>th</sup> grade students and their parents will attend High School Information Night in order to learn about the High School application process.
- The "School Messenger System" will be available to parents. This phone system will allow them to listen to a message containing information concerning all school events.
- The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions and activities, and community services.
- The Parent Teacher Association will organize Family Activity Nights such as the Halsey Movie Night.
- School Notes is a website where teachers post assignments so that parents can track what their child is learning. The parents can also contact the teacher via the website.
- The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.
- Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.
- Urban Advantage will enable parents and their children to visit the city's museums and cultural sites free of charge while providing the 7<sup>th</sup> and 8<sup>th</sup> grade students access to information for their Exit Projects.
- A Multi-Cultural Night brings parents and students together to share dance, food, and customs from around the world.
- The 21<sup>st</sup> Century Grant:
  - 5 year program 7/08-6/13
  - Program is in effect year round-after or before school-including holiday and summer.
  - Program offers academic, youth development, partnerships and support to parents and family members.
  - An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and with supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).

- Activities and classes will be offered to parents.
  - Counseling will also be available to those in need.
- An English as a Second Language course will be offered to our parents throughout the school year.
  - A computer course will be offered to assist parents in navigating the internet and school web site.
  - During parent meetings, the school will offer babysitting and homework help. This will assist parents in attending all school meetings.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **JHS 157 2009-2010 School-Parent Compact**

### **I. School Responsibilities:**

#### **JHS 157 will:**

- Provide standard setting curriculum and instruction in an interactive learning environment.
- Develop curriculum maps in order to revise current units of study.
- Monitor instruction through the use of walk throughs, observations, Teacher Team Meetings and Professional Learning Communities.
- Provide students with supplemental educational services as necessary.
- Work collaboratively with students and parents to create academic goals in all content areas.
- Provide teachers with high quality professional development workshops.
- Improve student engagement by offering a variety of extracurricular activities such as Fun Night, Spirit Days, Class Trips, Dances, School BBQ, and talent shows.
- Conduct school wide Parent Teacher conferences two times per year as well as individual parent meetings whenever the need arises.

- Encourage parents to observe classroom activities during open school week as well as throughout the school year.
- Maintain parent involvement and engagement by offering a variety of parent activities and meetings throughout the school year.
- Keep parents informed about school events through the use of School Notes, Monthly Newsletters, The Halsey Informational Quarterly, and The Halsey Website.
- Keep the lines of communication between the school and the community open through Parent Coordinator outreach efforts.

## **II. Parent Responsibilities:**

### **The Parents of JHS 157 will:**

- Send their child to school on time each day.
- Send absent notes when their child is absent from school.
- Respond to school telephone calls.
- Monitor their child's homework to be sure it is completed each day.
- Participate in the creation of academic goals for their child.
- Ensure that their child's come to school prepared with the necessary supplies each day.
- Ensure that their child attends the Extended Day and SES programs of which they are assigned.
- Work in an overall collaborative manner to ensure their child's success.
- Maintain an open line of communication with the school in order to obtain information.

## **III. Student Responsibilities:**

### **The Students of JHS 157 will:**

- Attend school each day.
- Arrive to school on time.
- Keep an agenda of all school assignments.
- Complete all assignments by the due date.
- Take responsibility for their learning by remaining engaged in all of their classes.
- Bring all school notices home to their parents.
- Read at home for an extended period of time each day.
- Participate in grade assemblies.
- Create academic goals with their teachers and parents.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Refer to the Needs Assessment on pages 10-16

2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

Refer to Action Plans on pages 18-32

3. Instruction by highly qualified staff.

During the 2009-2010 school year, 100% of the teachers teaching in core academic subjects are highly qualified.

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

TBD

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

During the 2009-2010 school year, 100% of the teachers teaching in core academic subjects are high-quality/highly qualified teachers.

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

**The following are the strategies to increase parental involvement at JHS 157:**

- *The Halsey Information Quarterly* is a newsletter for parents administrators, teachers, and students. The HIQ keeps the school community informed of all events.
- *Fusion* is an online newsletter generated to provide information about school events as well as to celebrate our students' writing.
- Parents will be invited to attend Curriculum Night in September. On this night, parents will meet their children's teachers and they will learn about the curriculum taught in each subject area.
- Parents of our incoming 6<sup>th</sup> graders will be invited to our school for an orientation.
- Our 8<sup>th</sup> and 9<sup>th</sup> grade students and their parents will attend High School Information Night in order to learn about the High School application process.
- The "School Messenger System" will be available to parents. This phone system will allow them to listen to a message containing information concerning all school events.
- The Parent Coordinator will continue to conduct workshops for parents on topics such as internet safety, school functions and activities, and community services.
- The Parent Teacher Association will organize Family Activity Nights such as the Halsey Movie Night.
- School Notes is a website where teachers post assignments so that parents can track what their child is learning. The parents can also contact the teacher via the website.
- The DOE Halsey website will be updated regularly by our Technology Team. This web site also will provide parents with school information.
- Our Parent Coordinator will continue to create weekly notices and a Tri- Annual calendar to inform parents of all activities.
- Urban Advantage will enable parents and their children to visit the city's museums and cultural sites free of charge while providing the 7<sup>th</sup> and 8<sup>th</sup> grade students access to information for their Exit Projects.
- A Multi-Cultural Night brings parents and students together to share dance, food, and customs from around the world.
- The 21<sup>st</sup> Century Grant:
  - 5 year program 7/08-6/13
  - Program is in effect year round-after or before school-including holiday and summer.
  - Program offers academic, youth development, partnerships and support to parents and family members.
  - An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and with supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
  - Activities and classes will be offered to parents.
  - Counseling will also be available to those in need.
- An English as a Second Language course will be offered to our parents throughout the school year.
- A computer course will be offered to assist parents in navigating the internet and school web site.

- During parent meetings, the school will offer babysitting and homework help. This will assist parents in attending all school meetings.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

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

Teachers work in Professional Learning Communities on a weekly basis. These communities analyze trends in student data and make decisions on types academic assessments and instructional strategies. These Learning Communities make adjustments to Curriculum based on data.

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

Students experiencing difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance in the following manner:

- Classroom teachers administer assessments such as Acuity Predictive Exams and Instructionally Targeted Assessments, Baseline exams, Teacher's College Running Record Assessments, Prosper as well as teacher assessments. Using this data the teachers target struggling students with small group instruction and guiding reading support in the classroom.
  - The students are offered the opportunity to attend extended day classes to assist them in all of the content areas.
  - The students will be offered Supplemental Educational Services after school and on Saturdays.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

During the 2008-2009 school year, our school was awarded the 21<sup>st</sup> Century Grant. The 21<sup>st</sup> Century Grant offers a range of high quality educational, developmental, and recreational services for our students and their families. The goal of this program is for our students to exhibit positive behavioral changes. The achievement goals indicate that 25% of the students participating will improve their ELA or math grades by one half of a grade and that 30% will demonstrate improvement in their computer skills. This program also works to improve student attendance. In addition, there is an onsite coordinator available to families in the evenings and on weekends. The coordinator assists families in navigating through the educational system and in supporting their areas of need such as education, employment, and housing. Through this grant, activities and workshops are offered to families.

The following are specifics of the 21<sup>st</sup> Century Grant:

- 5 year program 7/08-6/13
- Program is in effect year round-after or before school-including holiday and summer.
- Program offers academic, youth development, partnerships and support to parents and family members.
- An onsite facilitator will be available for parents evenings and weekends. He/She will provide assistance with navigating the educational system and with supporting parents with their own literacy and areas of need (i.e. education, employment, and housing etc.).
- Activities and classes will be offered to parents.
- Counseling will also be available to those in need.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** Corrective Action ELA Year 2    **SURR<sup>1</sup> Phase/Group (If applicable):** n/a

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

The preliminary analysis of JHS 157’s 2008-2009 accountability and status report has indicated that Adequate Yearly Progress (AYP) was achieved in the areas of ELA, Math, Social Studies and Science for all disaggregated groups. The school will work in Professional Learning Communities to analyze school and student data and to implement specific targeted instructional strategies. This work will be monitored and revised throughout the school year.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

In previous years, the school did not meet annual yearly progress in the area of English Language Arts with our English Language Learners and Students with Disabilities. The interventions which the school has implemented to address this area of need can be found in the Needs Assessment beginning on page 10 and the Action Plan beginning on page 18. It can also be found in Appendix 2 on pages 37-39.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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<sup>1</sup> School Under Registration Review (SURR)

JHS 157 has been designated a School Requiring Academic Progress Year 4 in the area of English Language Arts. Our English Language Learners have been struggling to make adequate yearly progress in the area of English Language Arts. To address this school wide concern, JHS 157 will focus 10% of its Title 1 funds on high quality professional development for teachers of English Language Learners in all of the content areas. Teachers in each of the content areas and across the grades will attend Q-TEL training. These funds will also be used to enroll teachers in Columbia University Teacher's College seminars on "Literacy Strategies and the English Language Learner". Strategies acquired from this high quality professional development will be shared in Teacher Team Meetings and at department professional development conferences to ensure the academic success of our English Language Learners.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The Instruction Consultant serves as a mentor for teachers in order to:

- orientate the mentee to the school
- assist the mentee to identify and access school resources
- assist the mentee to carry out clerical responsibilities
- assist the mentee to develop classroom rituals and routines
- assist the mentee with classroom management approaches
- assist the mentee with workshop model classroom setup
- assist the mentee with curriculum examination and analyzation in order to lesson plan according to the New York State standards
- assist the mentee with lesson planning using a Brain Research model template
- assist the mentee with formal and informal assessment strategies
- assist the mentee with analysis of student work using New York State standards-based tasks and rubrics
- assist the mentee with formulating and implementing differentiation of instruction
- assist the mentee to communicate with parents
- assist the mentee to prepare for parent-teacher conferences
- arrange for the mentee to visit content area teachers classrooms
- prepare the mentee for supervisory observations
- model ...
- co-teach...
- log the mentored activities of the mentee

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

JHS 157 will notify parents about the school's identification for school improvement in the following ways:

- ✓ At Parent Association meetings where the principal will explain the school's present designation (CAR Year 2 ELA) and his plan to address the school's needs for its Special Education and ELL populations.
- ✓ At School Leadership Team meetings where the team will analyze school data and develop a plan for improvement. The parents on this team will act as the liaisons to the parent community.
- ✓ At the Title 1 Parent Meetings where the team will analyze school data and develop a plan for improvement. The parents on this team will also act as the liaisons to the parent community.
- ✓ The Parent Coordinator will conduct parent workshops to deliver and explain the school's present designation.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.1: The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, the Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant, and a parent. The features of key finding 1A were addressed during these meetings. The findings of the committee were as follows:

- ✓ Our pacing calendars need to be further developed into curriculum maps.
- ✓ Our curriculum is directly aligned to the ELA standards for reading, writing, listening and speaking.
- ✓ Our school could use additional materials for our English Language Learners, students with disabilities, and struggling readers.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ✓ Our literacy curriculum is directly aligned to the ELA standards. Our curriculum covers the author and genre studies that have been provided by the America's Choice Organization. These author and genre studies require the students to be deeply immersed in the genre that is being presented or in the author who is being analyzed. The culminating writing projects are the outcome of tasks and rubrics whose criteria for success is explicitly connected to the reading writing, listening, and speaking standards.

- ✓ The investigation of our curricula revealed that our pacing calendar, although extremely thorough, would not be considered a curriculum map. Although, our pacing calendar does have components of a curriculum map such as student outcomes to be obtained, strategies to be utilized, and skills to be mastered, we do not explicitly state reading and writing goals, unit objectives, and vocabulary needs.
- ✓ The demographics of the school reveal that our student body is comprised of students who speak around fifty different languages. In addition, we have a large special education population. We have a moderate percentage of Level 2 students. Teacher feedback has indicated that there is a constant need to update our classroom libraries to address the diverse populations.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- ✓ Our plan to address the curriculum map is as follows: In Teacher Team Meetings, curriculum maps will be developed for our various units of study. Curriculum maps will be differentiated for Honors, General Education, Special Education, and English Language Learners. Professional Development will be given on the development and use of curriculum maps.
- ✓ Teacher Teams will be initiated where the special education, ESL, and general education teachers have the opportunity to analyze data, exchange materials and strategies that will accommodate the diverse student body. The Core Literacy Team will re-analyze and re-evaluate the America's Choice genre and author studies with the purpose of developing units of study to better accommodate students reading far above or far below the America's Choice standard texts. A school wide inventory will be conducted to research available materials that can be used as student and staff resources.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal, and the Literacy Assistant Principal, the Instruction Consultant and a parent. The features of key finding 1A were addressed during these meetings.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Halsey JHS 157 implemented the Workshop Model in all mathematics classes several years ago. This model is student oriented rather than teacher directed. The structure of all lessons includes a 10-15 minute mini-lesson which is teacher directed. The teacher can introduce a problem, review or model new strategies for solving problems that students will then integrate into their work period.

The majority of math class time is spent with students working in groups to solve problems requiring exploration, investigation, and discovery. Students engage in accountable talk, brainstorming, sharing ideas, and discussing strategies as they collaboratively solve problems. The Impact Text that we use is a hands-on comprehensive curriculum that encourages students to use manipulatives as well as calculators when appropriate. All classrooms are well stocked with manipulative kits that include, geo mirrors, linkage strips, algebra tiles, two color counters, geometric solids, and polygon tiles to aid students in the learning process. Upper grade classes have access to graphing calculators; other classes use the TI -34II when appropriate. We have 5 Smart boards that are rotated throughout the department in addition to computer labs as well as computers in the library to enhance student learning.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal, and the Literacy Assistant Principal, the Instructional Consultant and a parent. Key Finding 2A was addressed at these meetings. In addition, supervisory walkthroughs and observations were used to assess whether this finding was relevant.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school uses the Workshop Model in all content areas. In literacy, this model uses the Teachers' College workshop template. This template consists of various components which support the brain research findings on how students best learn: independent reading, mini-lesson, active engagement, work period, and closing. In this model, the teacher act as a facilitator and the emphasis is on collaborative learning. This approach also utilizes small group instruction. Leveled libraries enable students to partake in guided reading lessons.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the

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Instructional Consultant and a parent. Key Finding 2B1 was addressed at these meetings. In addition, supervisory walkthroughs and observations were used to assess whether this finding was relevant

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Halsey JHS 157 implemented the Workshop Model in all mathematics classes several years ago. This model is student oriented rather than teacher directed. The structure of all lessons includes a 10-15 minute mini-lesson which is teacher directed. The teacher can introduce a problem, review or model new strategies for solving problems that students will then integrate into their work period.

The majority of math class time is spent with students working in groups to solve problems requiring exploration, investigation, and discovery. Students engage in accountable talk, brainstorming, sharing ideas, and discussing strategies as they collaboratively solve problems. The Impact Text that we use is a hands-on comprehensive curriculum that encourages students to use manipulatives as well as calculators when appropriate. All classrooms are well stocked with manipulative kits that include, geo mirrors, linkage strips, algebra tiles, two color counters, geometric solids, and polygon tiles to aid students in the learning process. Upper grade classes have access to graphing calculators; other classes use the TI -34II when appropriate. We have 5 Smart boards that are rotated throughout the department in addition to computer labs as well as computers in the library to enhance student learning.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team and the School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. Key Finding 3.1 was addressed at these meetings.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The School Instructional Leadership Team analyzed the Teacher Turnover Rate section of the 2007-2008 School Report Card. This report indicates that there was an 19% turnover rate in the year 2006-2007.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Instructional Leadership Team assessed the pertinence of this finding to our school. The School Instructional Leadership Team met on three occasions. Members of the committees included a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. In addition, teachers were surveyed concerning their professional development needs.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

JHS 157 received professional development which focused on unlocking the meaning of text for ESL students. ESL and content area teachers attended a series of five workshops presented by the ICI. These professional development sessions were conducted on November 13, 2008, December 11, 2008, January 29, 2009, March 10, 2009 and May 21, 2009. Teachers received a total of 15 hours of training. These teachers' classrooms have become lab-sites for other teachers to visit in order to develop best practices in the classroom.

Teachers have also attended departmental professional development sessions on the following topics:

August 28, 2008: The Teacher's College Running Record Assessment/ Small group instruction

November 4, 2008: ELA/ELL Standard Based Instruction: Modification of tasks, rubrics and criteria for success for ELL students.

November 17, 2008: Guided Reading Groups

December 15, 2008: NYSESLAT/Acuity data analysis

November 3, 2009: Matching fiction and non-fiction text, Curriculum Mapping

Our ESL teachers are currently involved in turn-keying the training they received in Q-TEL and ExC-ELL during 2009-2010 school year.

The ESL teacher and the Literacy coach pushes in to the literacy and content area classrooms to model the Q-Tel and ExC-ELL strategies for the teachers.

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4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. Key Finding 5.1 was addressed at these meetings.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In the month of September, all Literacy Teachers receive copies of the NYSESLAT and ELA scores for all of their ELL students. At Team Meetings, the NYSESLAT data is examined and students' proficiency levels for each of the modalities (reading, writing, listening and speaking) are assessed. This information is used for ELL student class placement. It is also used to provide these students with small group instruction to meet their individual instruction needs. Teachers work on Teacher Teams and employ inquiry cycles to analyze data and develop strategies to allow ELL students to meet learning outcomes. ELL students' progress is monitored throughout the year through the use of the Acuity Assessments and the Teacher's College Running Record Assessment. The culminating author and genre study writing projects provide the teacher with an assessment that can be used for guided writing.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction consultant and a parent. Key Finding 6.1 was addressed at these meetings.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our general education teachers are not only in possession of the students' IEPs but have also been given professional development on Demystifying the IEP throughout the 2008-2009 school year. During the 2009-2010 school year the Special Education Teachers will be working with the Special Education School Improvement Specialist (SEIS) to continue their working on addressing the students IEP goals. JHS 157 will be working to meet the goals listed in our Quality Improvement Process (QIP).

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Instructional Leadership Team assessed the pertinence of this finding to our school's instruction. The School Instructional Leadership Team met on three occasions. Members of the committees included the Principal, a SETSS teacher, a math teacher, a literacy teacher, The Literacy Coach, the Math Assistant Principal and the Literacy Assistant Principal, the Instruction Consultant and a parent. Key Finding 7 was addressed at these meetings

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

After a review of the IEPS, the School Based Instructional Leadership team came to the following findings:

For the 2009-2010 school year, JHS 157 has restructured the Special Education Department. All Self-Contained Special Education teachers of English, Math, Science, and Social Studies are providing instruction for not only self contained classes but for Integrated Co-Teaching classes and for students receiving Special Education teacher support services (Setss).

A review of our Special Education Compliance Report as well as a thorough analysis of our school's data regarding the progress of students with disabilities resulted in the determination that a restructuring of the Special Education Department would improve student outcome. The Special Education Compliance Report clearly indicated that the number of Special Education students moving from Most Restrictive Environment to Least Restrictive Environment was below targeted expectations. JHS 157's Progress Report also indicated that the Special Education students in the Self-Contained classrooms, Integrated Co-Teaching classrooms, and Setss program did not attain exemplary proficiency gains on the New York State ELA and Math exams. An achievement gap persists for these students.

#### **The rationale for the restructuring:**

- **All Special Education students** which include Self-Contained, Integrated Co-Teaching and students receiving special education teacher support services (Setss) will now receive instruction from content area specialists. This organizational model will provide content area instruction to address students' IEP goals in Literacy, Math, Social Studies, and Science.
- **All Special Education teachers** will now have the opportunity to collaborate, plan, and co-teach with the General Education teachers in the content areas. They will attend content specific professional development and they will have additional access to content specific materials. This will allow the Special Education teachers to bring General Education curriculum and teaching strategies to all of the special education students. It is anticipated that this structure will work to move students from Most Restrictive Environment to the Least Restrictive Environment as well as to attain exemplary proficiency gains. In addition, this structure will permit the General Education teachers to collaborate with the Special Education teachers to attain the methodology required to deliver instruction to students with disabilities in the General Education Classroom.
- The restructuring will facilitate the expansion of the Inquiry Process. All Special Education Teachers will receive instruction in the Inquiry Methodology. This expansion of Inquiry work will serve to support all of the Special Education students. Furthermore, the Special Education students will participate in Inquiry Cycles facilitated by content area specialists in order to address their content specific IEP goals.

- The classroom instruction accomplishes the modifications as indicated on the IEP through the differentiation of instruction in the classroom. The SETSS teachers work in the classrooms to assist the teachers in accomplishing the modifications as indicated on the IEP.
- Goals, objectives, and modified promotion criteria indicated on the IEPS are aligned to the New York State literacy and math standards.
- The IEPS include behavioral plans complete with goals and objectives as needed.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

For the 2009-2010 School year there are presently 5 students in Temporary Housing (Report 12/21/09)+.

2. Please describe the services you are planning to provide to the STH population.

JHS 157's guidance counselors will work on a team to analyze the academic and attendance data of the 4 students in temporary housing. The counselors will devise an individualized academic and counseling plan for each of these students based on the data they have collected. These students will participate in weekly at risk counseling sessions with the guidance counselors. The guidance counselors will also collaborate with the classroom teachers to monitor and revise learning outcomes for these students.

Students in Temporary Housing will also be offered Supplementary Educational Services Programs after school and on Saturdays.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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