



J.H.S. 296 THE HALSEY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: J.H.S. 296 THE HALSEY
ADDRESS: 125 COVERT STREET
TELEPHONE: 718-574-0288
FAX: 718-574-1368

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010296 **SCHOOL NAME:** J.H.S. 296 The Halsey

SCHOOL ADDRESS: 125 COVERT STREET, BROOKLYN, NY, 11207

SCHOOL TELEPHONE: 718-574-0288 **FAX:** 718-574-1368

SCHOOL CONTACT PERSON: Maria Barreto **EMAIL ADDRESS** MBarret@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Glenda Bonas

PRINCIPAL: Maria Barreto

UFT CHAPTER LEADER: Mario Matos

PARENTS' ASSOCIATION PRESIDENT: Ms. Chaneen Johnson

STUDENT REPRESENTATIVE:
(Required for high schools) Destiny Williams

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: JOHN OMAHONEY/Olga De Filippis

SUPERINTENDENT: LILLIAN DRUCK

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Maria Barreto	Principal	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Halsey, I.S.296, is a Title I funded school in the Bushwick section of Brooklyn. Our mission is to foster a sense of responsibility within all students in a non-threatening environment while providing a high quality education in a differentiated setting. We are comprised of three small learning communities/academies: Shakespeare, Lola Rodriguez de Tio and Mae C. Jemison. Students are provided the opportunity to participate in the performing arts, leadership, technology, and accelerated program activities. Supplemental Education Services Title I services are provided to targeted students through Princeton Review and Educational Links. Assembly programs are organized by academies, grade and gender to facilitate award ceremonies, celebrations of our diverse cultures, discussions of gender issues, and an understanding of school expectations for academic responsibility. Each grade is assigned a talent period which provides students the opportunity to participate in technology, art, drama or music. The talent classes are assigned based on students' interest.

In order to support and celebrate our students' rich cultural diversity, talent and interests we have instituted an advisory program. The advisory program also focuses on building students' social skills, tolerance, pride and respect. Sixteen point five percent of our population is identified as English Language Learners (ELLs). Intermediate School 296 is committed to the continued growth of our students both as learners and as vital members of the community in which they reside.

Annual Prevention Week targets our students' positive social development to encourage leadership, self-improvement and community awareness. IS 296 utilizes academy looping, interventions, zero hour program and students' incentives, such as: basketball, track clubs and tiger dollar distribution. In addition, I.S.296 received a RESO-A grant from our Councilman's office and the Hunter College Title II B grant for mathematics. This year our school also has begun working with a student council in order to foster greater leadership skills.

Our school provides students with disabilities the collaborative team teaching model. Specialized classes are departmentalized. Identified students are provided with SETTS using the push-in or pull-out models based on their IEP recommendations.

The Ridgewood Beacon Program, The RAPP – Relationship Abuse Prevention Program, 21st Century for Reading, Math, Guidance and Conflict Resolution and the AIDP Services for Attendance Improvement. These agencies provide ongoing student tutoring and referral services for students that are at risk.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		J.H.S. 296 The Halsey								
District:		32	DBN #:		32K296	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			89.6	90.8	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			88.9	90.94	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		175	192	173	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		190	175	193			84.4	87	82	
Grade 8		251	174	181						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			4	31	TBD	
Grade 12		0	0	0						
Ungraded		2	3	5	Recent Immigrants - Total Number:					
Total		618	544	552	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							23	24	25	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		38	29	26	Principal Suspensions		256	37	TBD	
# in Collaborative Team Teaching (CTT) Classes		13	24	24	Superintendent Suspensions		32	34	TBD	
Number all others		32	25	26						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		50	37	49						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	39	46	37	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	4	14	Number of Teachers	64	51	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	15	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	10	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	67.2	74.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	60.9	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	75	82	TBD
American Indian or Alaska Native	1	0.7	1.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.4	91.2	TBD
Black or African American	45.5	46.3	45.7				
Hispanic or Latino	51.8	50.9	51.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.7	1.4				
White	0.5	0.2	0.2				
Multi-racial							
Male	52.4	52	53.4				
Female	47.6	48	46.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√			-	
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√				-	
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	Ysh	√	-				
Limited English Proficient	Ysh	√	-				
Economically Disadvantaged	√	√				-	
Student groups making AYP in each subject	6	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	73.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

In looking at the data from the statistics page online at the New York City Department of Education's website, which includes: The New York State School Report Card, The New York City Department of Education Progress Report, The New York City Department of Education School Environmental Survey, Quality Review Report—2008 and school contextual data, we have created a comprehensive needs assessment highlighting our recent performance trends, our greatest accomplishments and significant aids and barriers to the school's continuous improvement.

English Language Arts Comparison of Student Performance Trends for All Students 2006—2010

6th grade ELA:

The data shows that the 6th grade "All Students" subgroup has progressed consistently in their ELA performance beginning in 2005-06 . In 2005-06 the average scale score was approximately 590. In 2006-07 the average 6th grade scale score was 610. In 2007-08 the scores went up significantly reaching about 647. The trend of score increases continued in 2008-09 and 2009-10 with 6th grade average scores reaching a plateau of a 665, near the new Common Core Standard College and Career ready standard of 672.

7th grade ELA:

The data shows that 7th grade performance for the "All Students" subgroups between 2006 and 2010 has varied . In 2005-06 the average scale score was approximately 610. By 2006-07 the average 7th grade scale score increased significantly to 642. In 2007-08 there was a slight uptick in the data, continuing the trend with average scale score increasing to 645. The increase in average scale scores continued once again in 2008-09, with 7th grade average scores reaching a plateau of a 660. The 7th grade performance in 2009-10 dipped significantly falling from 660 to approximately 647.

8th grade ELA:

The data shows that 8th grade performance for the "All Students" subgroup, between 2006 and 2010, has been relatively consistent. In 2005-06 the average scale score was approximately 640.

By 2006-07 the average 8th grade average scale score increased slightly to approximately 641. In 2007-08 the scores increased significantly, reaching an average of about 655. The trend of score increases ended in 2008-09 with 8th grade average scale scores dipping to 653. The 8th grade performance in 2009-10 dipped slightly again falling from 653 to approximately 647.

English Language Arts Comparison of Student Performance Trends for ELLs 2006—2010

6th grade ELA:

The data shows the 6th grade on average for the “ELL” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 590. In 2007-08 the average 6th grade scale score increased significantly to 622. In 2008-09 the scores went up reaching about 630. The trend of score increases continued in 2009-10 with 6th grade average scale scores, increasing significantly, reaching a plateau of a 657.

7th grade ELA:

The data shows the 7th grade on average for the “ELL” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07.

In 2006-07 the average scale score was approximately 598. In 2007-08 the average 7th grade scale score increased significantly to an average of approximately 615. In 2008-09 the scores went up significantly again, reaching about 630. The trend of score increases continued in 2009-10, with 7th grade average scores reaching a plateau of an average score of approximately 632 for the ELL subgroup. *It must be noted however that the 7th grade average scale score for ELL students is significantly lower than the College and career ready standard of 672.*

8th grade ELA:

The data shows 8th grade performance, for the “ELL” subgroup, has been inconsistent. In 2005-06 the average scale score was approximately 620. In 2006-07 the average 8th grade scale score fell dramatically, to about 590. In 2007-08 the scale scores increased quite significantly, reaching an average of 630. The upward trend of average scale score increases in 2008-09 with 8th grade average scores increasing to an average of a 638. However, the 8th grade performance gains dipped in 2009-10, once again, falling from 638 to approximately 628.

English Language Arts Comparison of Student Performance Trends for General Education Students 2006—2010

6th grade ELA:

The data shows the 6th “General Education” subgroup has progressed in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 590. There was a significant continuation in the increase of the average 6th grade scale score in 2007-08 to about 650. In 2008-09 the scores went up reaching about 660. By 2010 the average scale scored had reached a new high of approximately 665.

7th grade ELA:

The data shows that 7th grade performance for the “General Education” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 610. By 2006-

07 the average 7th grade scale score increased significantly to about 643. There was a slight uptick in performance in 2007-08 to an average scale score of about 645. In 2008-09 there was a significant uptick in the data, continuing the trend with average scale score increasing to approximately 662. The upward trend did not, however, ended in 2009-10 when the 7th grade average scores dipped to approximately 650.

8th grade ELA:

The data shows that 8th grade performance for the “General Education” subgroups between 2006 and 2010 have been relatively consistent. In 2005-06 the average scale score was approximately 650. By 2006-07 the average 8th grade scale score increased slightly to 655. In 2007-08 the scores increased slightly, reaching a plateau of about 658. The Score increases, however, ended in 2008-09 with 8th grade average scale scores dipping to about 656. The 8th grade performance in 2009-10 dipped slightly again falling from 658 to approximately 650.

English Language Arts Comparison of Student Performance Trends for Special Education 2006—2010

6th grade ELA:

The data shows that the 6th grade on average for the “Special Education Students” subgroup has progressed consistently and significantly in their ELA performance beginning in 2007-08. In 2007-08 the average 6th grade scale score was 600. In 2008-09 the scores went up reaching about 615. The trend of score increases continued 2009-10 with 6th grade average scores reaching a plateau of a approximately 650.

7th grade ELA:

The data shows that the 7th grade on average for the “Special Education Students” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07.

In 2006-07 the average scale score was approximately 570. In 2007-08 the average 7th grade scale score increased significantly to an average of approximately 597. In 2008-09 the scores went up significantly once again, reaching about 625. The trend of scale score remained static in 2009-10.

8th grade ELA:

The data shows that 8th grade performance for the “Special Education” subgroup, between 2006 and 2010 have been inconsistent. In 2005-06 the average scale score was approximately 600. In 2006-07 the average 8th grade scale score fell dramatically, to 575. In 2007-08 the scale scores increased quite significantly, reaching an average of 620. The upward trend of score increases in 2008-09 with 8th grade average scores increasing to an average of a 634. However, the 8th grade performance gains 2009-10 dipped once again falling from 634 to approximately 630.

Mathematics Comparison of Student Performance Trends for All Students 2006—2010

6th grade Math:

The data shows that the 6th grade on average scale score for the “All Students” subgroup has progressed consistently in their Mathematics performance beginning in 2005-06 with a slight decrease in 2010 . In 2005-06 the general education population’s average scale score was approximately 638. In 2006-07 the average 6th grade scale score increased a bit, to approximately 642. In 2007-08 the scores went up significantly reaching about 678. The trend of score increases continued in 2008-09 with an average scale score of 680. In 2009-10 with 6th grade average scores dipped to 678.

7th grade Math:

The data shows that 7th grade performance for the “All Students” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 630. By 2006-07 the average 7th grade scale score increased significantly to 670. In 2007-08 there was a slight uptick in the data remained static at 670. The trend continued once again in 2008-09, with 7th grade average scores reaching a plateau of a approximately 675. The 7th grade performance in 2009-10 dipped significantly falling from 675 to approximately 650.

8th grade Math:

The data shows that 8th grade performance for the “All Students” subgroups between 2006 and 2010 increased and then dipped. In 2005-06 the average scale score was approximately 658. By 2006-07 the average 8th grade scale score increased slightly to 661. In 2007-08 the scores increased again, reaching an average of about 665. The trend of score increases ended in 2008-09 with 8th grade average scale scores dipping to 660. The 8th grade performance in 2009-10 dipped with some significance, falling from 660 to approximately 650.

Mathematics Comparison of Student Performance Trends for ELLs 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “ELL” subgroup had progressed consistently and significantly in their mathematics performance, then dipped. In 2006-07 the average scale score was approximately 610. In 2007-08 the average 6th grade scale score increased significantly to about 670. In 2008-09 the scores stayed relatively the same reaching about 670 again. In 2009-10 the mathematics scores dipped to 660.

7th grade Math:

The data shows that the 7th graders, in “ELL” subgroup, have progressed inconsistently in their mathematics performance beginning in 2006-07. In 2006-07 the average scale score was approximately 620. In 2007-08 the average 7th grade scale score increased dramatically to an average of approximately 655. In 2008-09 the scores dipping scores were relatively significant, to about 640. The trend of score inconsistency continued in 2009-10, with 7th grade average scale scores increasing again to approximately 650.

8th grade Math:

The data shows the 8th grade, “ELL” subgroup, has progressed inconsistently in their mathematics performance beginning in 2006-07. In 2005-06 the average scale score was approximately 630. In 2006-07 the average 8th grade scale score fell somewhat significantly, to 620. In 2007-08 the scale scores increased quite significantly, reaching an average of 645. The increases in scale scores ended in 2008-09 with the 8th grade average scale score dipping to 638. The average scale score dipped again in 2009-10 falling from 638 to approximately 628.

Mathematics Comparison of Student Performance Trends for General Education Students 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “General Education” subgroup has progressed consistently in their mathematics performance beginning in 2005-06 with dip in 2010. In 2005-06 the average scale score was approximately 638. In 2006-07 the average 6th grade scale score increased significantly to 645. In 2007-08 the average scale scores went up significantly reaching about 680. In 2008-09 the upward trend in math scores continued again with an average score of 682. Last year, however, the upward trend ended as our 6th grade scores dipped to approximately 680 again.

7th grade Math:

The data shows that 7th grade performance for the “General Education” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 628. By 2006-07 the average 6th grade scale score increased significantly to 670. In 2007-08 the average scale score was static at 670. Once again in 2008-09 the average scale score increased to 678. Finally, though, the scores took a significant dip in 2009-10 to approximately 655.

8th grade Math:

The data shows that 8th grade performance for the “General Education” subgroups between 2006 and 2010 have been relatively consistent with a dip in 2010. In 2005-06 the average scale score was approximately 660. By 2006-07 the average 8th grade scale score increased slightly to 665. In 2007-08 the average scale score was static at 665. The Score increases, however, ended in 2008-09 with 8th grade average scale scores dipping to 660. The 8th grade performance in 2009-10 dipped slightly again falling from 660 to approximately 655.

Mathematics Comparison of Student Performance Trends for Special Education 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “Special Education Students” subgroup has decreased consistently and significantly in their mathematics performance beginning in 2007-08. In 2007-08 the average 6th grade scale score was 657. In 2008-09 the scores went down significantly reaching about 635. The trend of average scale score decrease continued 2009-10 with 6th grade average scores reaching a plateau of approximately 618.

7th grade Math:

The data shows that the 7th grade on average for the “Special Education Students” subgroup has decreased its performance significantly beginning in 2008-09. In 2006-07 the average scale score was approximately 636. In 2007-08 the average 7th grade scale score increased slightly to an average of approximately 638. In 2008-09 the scores went down significantly, reaching about 600. The scale score decreases continued in 2009-10 to an average of 590.

8th grade Math:

The data shows that 8th grade performance for the “Special Education” subgroup, between 2006 and 2010 have been inconsistent. In 2005-06 the average scale score was approximately 617. In 2006-07 the average 8th grade scale score fell dramatically, to about 610. In 2007-08 the scale scores increased quite significantly, reaching an average of about 630. The upward trend of average scale score ended in 2008-09 with 8th grade average scores decreasing to approximately 600. However, the 8th grade performance gains 2009-10 increased once again moving from 600 to approximately 620.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> Goal # 1: By June 2011 an additional 20% of students in all subgroups will reach level 3 or 4, as measured by the New York State ELA exam and the NYSED School Accountability Report. <input type="checkbox"/>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by content, process and product. As a result, student engagement has increased. We expect to see a substantial increase in performance and progress this spring. A team of teachers attended network training, with CFN 208, in Cluster 2, on the Common Core State Standards. All teachers have received similar training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric</p> </div>

development and looking at student work.



Goal #2: By June 2011 an additional 20% of the students with disabilities Cohort will move to level 3 or 4 on the NY State ELA exam as measured by the NYSED School Accountability Report.



Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by content, process and product. As a result, student engagement has increased. We expect to see a substantial increase in performance and progress this spring. A team of teachers attended network training, with CFN

	<p>208, in Cluster 2, on the Common Core State Standards. All teachers have received similar training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric development and looking at student work.</p>
<p><input type="checkbox"/> Goal # 3: By June 2011, an additional 20% of ELL students tested in ELA will reach a level 3 or 4 on the New York State exam as measured by the NYSED School Accountability Report.</p>	<p><input type="checkbox"/> Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by</p>

	<p>content, process and product. As a result, student engagement has increased. We expect to see a substantial increase in performance and progress this spring. Our ELL compliance and instructional specialist has attend network training on oral language production and reciprocal teaching techniques for ELL. In addition, professional development on differentiation for ELL students in the content area has been provided. A team of teachers attended network training, with CFN 208, in Cluster 2, on the Common Core State Standards. All teachers have received similar training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric development and looking at student work.</p>
<p><input type="checkbox"/> Goal #4: By June 2011, an additional 20% of all black students will reach levels 3 or 4 on the New York State ELA exam, as measured by the New York State Accountability Report.</p>	<p><input type="checkbox"/></p> <p>Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by content, process and product. As a result,</p>

	<p>student engagement has increased. We expect to see a substantial increase in performance and progress this spring. A team of teachers attended network training, with CFN 208, in Cluster 2, on the Common Core State Standards. All teachers have received similar training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric development and looking at student work.</p>
<p><input type="checkbox"/> Goal# 5: By June 2011, an additional, 20% of all Hispanic students will score in levels 3 or 4 on the New York State ELA exam as measured by the NYSED School Accountability Report.</p>	<p><input type="checkbox"/></p> <p>Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by content, process and product. As a result, student engagement has increased. We expect to see a substantial increase in performance and progress this spring. A team of teachers attended network training, with CFN 208, in Cluster 2, on the Common Core State Standards. All teachers have received similar</p>

	<p>training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric development and looking at student work.</p>
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	<p><u>Timelines:</u> September 2010—June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teacher teams will evaluate baseline data from multiple data sources Teachers will share teacher assessment notebooks and how they are monitoring the progress of students and the implementation of the CCSS Quarterly evaluation of Acuity and Scantron student data including DYO's geared to the CCSS Teachers will evaluate student progress using multiple data sources including other content area data and discuss results at teacher team meetings End term: teacher teams will evaluate the process and efficacy of their data collection and discuss modifications for future terms</p> <hr/> <p style="text-align: center;">Analysis of student assessment data using Acuity Teachers will share teacher assessment notebooks and how they are monitoring the progress of students and the implementation of the CCSS</p> <p>Projected Gains: Projected gains will be determined through quantitative and qualitative data (instructional rounds, looking at student work and instructional tasks) to determine progress towards achieving the annual goal. The expectation is that by each check point (interval of periodic review) at least one quarter of the unit of study for each content area would be revised or developed to increase alignment with the Common Core State Standards so that by the end of the school year student each department will have developed one unit of study that is aligned to the common core standards.</p> <p>Intervals of Periodic Review: Quarterly</p>

	<p>Mid-October 2010: AQUIY will be administered and interim assessment results will be shared with teams of teachers for to be better informed in preparation for the development of Unit of Study based on CCSS.</p> <p>Early December 2010: The second interim assessment will be administered and interim data assessment results including looking as students work will be used to conduct a skills analysis and examine student work in order to be informed as to how the Units of Study should be developed based on the needs of our student population including SWDs and ELLS for closer alignment with the common core standards.</p> <p>Mid January 2011: The next assessment and AQUIY will be administered and interim assessment results will be shared with all teachers who will continue to look at data and student work to develop units of study based on the needs of our student population and the common core standards.</p> <p>March 2011: Data from the fourth interim assessment will be used to continue to inform the creation of Units of Study differentiated with scaffolds for SWDs and ELLs and closer alignment with the common core standards.</p> <p>Mid-April 2011: The preliminary final assessment will be based on qualitative and quantitative data including looking at student work and AQUIY and will inform an analysis of the progress towards the achievement of the annual goal with the future development of curriculum maps aligned to the common core standards and implications/next steps for 2011- 2012 school year.</p> <p>Projected Gains: 2% per quarter per subgroup.</p>
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**Subject Area
(where relevant) :**

**English Language Arts for Students
With Dissabilities**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<input type="checkbox"/>
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	<p>Goal #2: By June 2011 an additional 20% of the students with disabilities Cohort will move to level 3 or 4 on the NY State ELA exam as measured by the NYSED School Accountability Report.</p>
<p>Action Plan <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><input type="checkbox"/></p> <ul style="list-style-type: none"> · <i>Teachers will receive training on differentiating instruction for Students with Disabilities.</i> · <i>Teachers will use formative assessments to assess mastery of the learning standards and to focus on the IEP goals.</i> · <i>Teacher Teams for students with disabilities will meet weekly to analyze formative assessments and revise their curriculum maps to deliver differentiated instruction at various levels.</i> · <i>Training will be provided to teachers on the task specific rubrics aligned to the standards.</i> · <i>Guidance Counselors will be assigned to SWD's to meet once a week to ensure attendance in academic intervention programs, Brienza, Failure Free Reading, Education Learning LAB and Zero Hour and to get updated information based</i> · <i>Special Education Teachers will develop conferring schedule to target the mastery of learning standards, listening, reading and writing.</i> <p><u>Target Population(s)</u> : <i>All teachers who instruct ELLs and SWDs including content area teachers and teachers</i> Responsible Staff: Teacher teams, lead teachers <u>timelines</u>: September 2010—June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I Tax Levy<input type="checkbox"/></p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> baseline data from multiple data sources Teachers will share teacher assessment notebooks and how they are charting the progress of SWD Quarterly evaluation of Acuity and Scantron data for SWDs Teachers will re-evaluate student progress using multiple data sources, including all content area data, and discuss the results as they apply to ELL and SWD students, at teacher team meetings</p> <ul style="list-style-type: none"> • End term: teacher teams will evaluate the process of data collection for SWDs and discuss revisions of this process for future terms <p>Projected Gains: 2% per subgroup, per quarter</p>
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Subject Area (where relevant) : English Language Arts English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 3: By June 2011, an additional 20% of ELL students tested in ELA will reach a level 3 or 4 on the New York State exam as measured by the NYSED School Accountability Report.</p>
<p>Action Plan <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><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Identify ELL students who scored a level 2 on the 2009-2010 ELA exam. • Identify skills that individual students need in remediation based on the 2009-2010 itemized skills analysis report. • Teacher teams will plan and implement differentiated lessons across content areas incorporating the skills in need to practice on a regular basis. • Use regular formative assessments to monitor skills in need based on standards based learning rubrics • After school programs specifically designed for ELLs, Project Adelante and RIGOR,

	<p>allow for teachers to continue to focus on these skills through a more individualized setting incorporating different learning styles.</p> <p><u>Responsible Staff:</u> principal, teacher teams, CFN trainers, lead teachers, students <u>Target Population:</u> <i>all teachers and students</i></p> <p><u>Timelines:</u> September 2010-June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teacher teams will evaluate baseline and formative assessment data from multiple data sources Teachers will share teacher assessment notebooks and how they are charting the progress of ELL and level 1 and 2 students</p> <p>Quarterly evaluation of Acuity and formative Assessment for ELLs. Teachers will re-evaluate student progress using multiple data sources, including all content area data, and discuss the results as they apply to ELL students, at teacher team meetings End term: teacher teams will evaluate the process of data collection for ELLs and discuss revisions of this process for future terms.</p> <p>Projected Gains: 2% per quarter, per subgroup.</p>

Subject Area
(where relevant) :

English Language Arts for Black
Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #4: By June 2011, an additional 20% of all black students will reach levels 3 or 4 on the New York State ELA exam, as measured by the New York State Accountability Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Training will be provided to teachers to create, develop and revise task specific rubrics aligned to the standards and common assessments. Formative assessments will be used to assess students mastery levels of the learning standards. P.D. on differentiated instruction will be conducted to support teachers in the different phases of the implementation process. Teacher Teams will meet weekly to analyze and revise formative assessment techniques and strategies in order to address students learning needs. Teacher Teams will develop units of study that address cross curriculum goals and tiered instruction. Guidance Counselors will be assigned to students to meet once per week to address attendance and academic intervention options (Brienza, Liberty Learning, Failure Free, Zero Hour etc.)</p> <p><u>Target Population(s)</u> : All teachers.</p> <p><u>Responsible Staff:</u> principal, teacher teams, lead teachers</p> <p><u>Timelines:</u> September 2010-June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Title I Tax Levy</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> baseline data from multiple data sources Teachers will share teacher assessment notebooks and how they are charting the progress of students ELL, SWD, level 1 and low level 2 students Quarterly evaluation of Acuity and Scantron data Teachers will evaluate student progress using multiple data sources and discuss results at teacher team meetings</p> <ul style="list-style-type: none"> • End term: teacher teams will evaluate the process of data collection and discuss revisions for future terms <p>Projected Gains: 2% per quarter per subgroup.</p>
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Subject Area
(when relevant) :

English Language Arts for Hispanic Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal# 5: By June 2011, an additional, 20% of all Hispanic students will score in levels 3 or 4 on the New York State ELA exam as measured by the NYSED School Accountability Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Identify students who are Hispanic who achieved level 2 on the 2009-2010 NYS EA exam and chart students in descending order according to their scale score and performance level. Identify all students itemized skills analysis and communicate information to ELA teacher, before and after schoolteacher and Saturday schoolteacher. Create a plan that targets the skills that fall under the cut score of 50% and ensure that ELA teachers embed skills into their daily instruction as well as before and after school teacher. Professional development on differentiating instruction based on content, process, and product to meet the needs of multi-level students. ELA teacher will create a conferring schedule for each students meeting with them once a week to assess mastering of the learning standards in reading and writing and listening. Guidance counselor will be assigned to student to meet with student once a week to ensure attendance in academic intervention programs such as Zero Hour, Adelante, Brienza, Liberty Learning, failure free learning and Saturday success academy.</p>

	<p><u>Target Population(s)</u> : All teachers with a focus on content area teachers and teachers servicing ELLS and SWDs.</p> <p>Responsible Staff: principal, teachers, and lead teachers</p> <p>Timelines: September 2010—June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>baseline data from multiple data sources Teachers will share teacher assessment notebooks and how they are charting the progress of students ELL, SWD, level 1 and low level 2 students Quarterly evaluation of Acuity and Scantron data Teachers will evaluate student progress using multiple data sources and discuss results at teacher team meetings End term: teacher teams will evaluate the process of data collection and discuss revisions for future terms</p> <p><i>Projected Gains: 2% per quarter per subgroup.</i></p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	117	104	117	117				
7	107	103	107	107				
8	131	111	131	131				
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<input type="checkbox"/> Zero Hour, Extended Day, Liberty Learning Lab, Failure Free Reading, Brianza, Adelante, Wilson, Beacon. All programs are provided to level 1 and 2 students. Programs utilize materials that focus on skills building. ELA Academic Intervention Service providers utilize data analysis and formative assessment to inform instruction. Teachers utilize Items Skills Analysis based the State ELA and interim assessments, as well as teacher created formal and informal interim assessments. Homogeneous and flexible grouping is used on an as needed basis. AIS for ELL students is provided based on ELL Data Compliance Reports. Students are tutored in small groups: two groups of students in the bilingual department, and for one group of long-term ELLs, one-on-one, as needed.
Mathematics:	<input type="checkbox"/> Zero Hour, Extended Day, Liberty Learning Lab, Brianza, Beacon, Adelante, 21st Century. Zero Hour, Extended Day, Liberty Learning Lab, Failure Free Reading, Brianza, Adelante, Wilson, Beacon. All programs are provided to level 1 and 2 students. Programs utilize materials that focus on skills building. mathematic Academic Intervention Service providers utilize data analysis and formative assessment to inform instruction. Teachers utilize Items Skills Analysis based the State mathematic and interim assessments as well as teacher created formal and informal interim assessments. Homogeneous and flexible grouping is used on an as needed basis.
Science:	<input type="checkbox"/> Zero Hour, Extended Day, Liberty Learning Lab, Failure Free, Brianza, Adelante. All programs are provided to level 1 and 2 students. Programs utilize materials that focus on skills building. Science academic Intervention Service providers utilize data analysis and formative assessment to inform instrucion. Teachers utilize Items Skills Analysis based the State science and interim assessments as well as teacher created formal and informal interim assessments. Homogeneous and flexible grouping is used on an as needed basis.
Social Studies:	<input type="checkbox"/> Zero Hour, Extended Day, Liberty Learning Lab, Brianza, Adelante. All programs are provided to level 1 and 2 students. Programs utilize materials that focus on skills building. Academic Intervention Services during the school day in mathematics utilizes a data analysis and formative assessment model. Teachers utilize Items Skills Analysis based the classroom social studies exams and formative teacher created formal and informal interim assessments. Homogeneous and flexible grouping is used for AIS on an as needed basis.

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> One to one counseling; group counseling, and workshops are at times provided by outside agency referrals. The role of our in-house, at-risk guidance counselors is to use guidance strategies to improve students' academic skills. Services are provided to all Level 1 and 2 students in all subgroups. Guidance counselors discuss with students: test scores, report cards, classwork, homework, projects, student strengths and weaknesses, problems, absenteeism, truancy, conduct, family issues. Students are referred after suspensions and some are seen as a measure for the school to be proactive. At-risk guidance counselors also help the students set realistic goals in all the aforementioned areas to implement strategies for students to self monitor and evaluate their progress. Various strategies, such as: study skills building, overcoming obstacles, conflict resolution, resiliency training, social skills work, grief counseling etc., are used to improve student behavior and academic abilities.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> One to one counseling; group counseling, testing referral at times are done to outside agencies. Psychological services are being provided to approximately four students. In addition the at-risk services provide individual counseling, meetings with parents when requested where the psychologist discusses student Functional Behavior Assessments and Behavior Intervention Plans.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> One to one Counseling; group counseling, testing referral to outside agencies.
At-risk Health-related Services:	<input type="checkbox"/> Eye and hearing screening, health agencies referral, immunization.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6, 7, 8

Number of Students to be Served:

LEP 30

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

Our Title III program, Project ADELANTE: Success in the Content Areas, addresses the needs of our English Language Learners and the NCLB mandates of success in the content areas and testing in math, science, social studies, English, and NLA: Spanish. There is an instructional component of supplementary services provided in twice weekly, two hour, after-school classes. The classes meet on Monday and Wednesday, from 3:10 to 5:10. The time line is from October 2010 to May 2011. The classes are taught by experienced, content area teachers who are Highly Qualified in science, social studies, mathematics, Spanish or English as a Second Language. Professional salaries are for 2 teachers to work 38 sessions for 2 hours. The classes are in mathematics, science and social studies with an ESL (English as a Second Language) and NLA (native language arts) component. Our project involves 30 students in grades 6, 7, and 8 with approximately 10 students from each grade and there are two groups: a beginners group and an intermediate/advanced group. The beginners will have the support of the native language, Spanish, with an emphasis of acquisition of English, with ESL support for those students of other than English or Spanish, e.g., Arabic. The intermediate and advanced students will be instructed in English. These students are highly motivated to achieve and want extra help in order to properly prepare for the many exams they will take, as well as to excel in their content area studies while improving their English and Spanish skills. Students were identified by the NYSESLAT, ARIS data, New York State exam scores, and by teacher recommendation. The groups are small and individual attention is given. As the program meets from October to May, the first half, from October to January stresses ESL, ELA and mathematics and the second half, February to May works on specific strategies for ESL and NYSESLAT prep, mathematics, native language arts, science and social studies. This is a complement and supplemental to the basic mandated services our ELLs receive during the academic school day.

Teachers in the program will provide a pre-test; there will be an informal mid- year assessment and a final, post-test. There will be ongoing cooperation and congruence among the staff in Project Adelante. This will be used to determine success and the impact of the support for our English Language Learners.

The Bilingual/ESL Department has many opportunities for interaction, data review, and planning. The monthly morning planning session meets in the Principal's office and is led by our departmental Assistant Principal with the assistance of the Bilingual/ESL Coordinator. If it becomes necessary, we will alternate sessions between the morning session and an after-school session if the teachers are unable to attend the a.m. sessions. The Bilingual/ESL Coordinator meets with the subject area teachers of mainstream ELL teachers as well. Our math coach and literacy coach work closely with all the members of the Bilingual and ESL Department. We participate in school-wide, borough, city, state, and many other conferences which offer additional professional development.

Our budget narrative includes the purchase of supplies and materials. We will purchase high quality supplementary materials including the Pearson Longman Picture Dictionary Workbook which has content area vocabulary and continue to use Social Studies materials from Thomson-Heinle "Inside the News," and "Rethinking America," which have excellent S.S. activities, and "Building Bridges," books 2 and 3, which incorporate Science and Mathematics, and other materials to be determined for the 2010-2011 school year. These excellent materials will be used in our Title III program. Supplies include folders for portfolios, chart paper, markers, highlighters, materials for

projects, pens, overhead transparencies, construction paper, post-it notes and other materials necessary for the Title III staff to implement our program.

The parent component is an integral part of our Title III program. We will have two Saturday Parent Academy Workshops which include 2 teachers at 2 sessions for 2 hours. These sessions will be in January and May. Sample workshops might be “MAPPs: Matemáticas y Participación de Padres: Parents and Math,” “Getting Ready for the NYSESLAT and Encouraging Literacy at Home,” “A Successful School Year: This Year and Beyond,” including success in I.S. 296 and high school. Our parents will be in attendance at the New York State Association for Bilingual Education Parent Institute in March of 2011. Parent workshop supplies include chart paper, markers, binders, paperback dictionaries, index card notebooks pens, pencils and any other materials necessary to implement the parent workshop component.

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.

□

The professional development component delivers workshops selected from our professional menu listed below. We have planned for 2 workshops for 5 teachers at 2 hours. We also have an early-bird planning session professional development to be implemented monthly. The Early Bird Staff Development/Interdisciplinary Study Groups and Planning sessions for the Bilingual/ESL Department and Content Area staff are for 4 sessions for 3 teachers at one hour per session. Supplies support the professional development activities. Our menu for possible workshops includes:

- Common Core Standards and Second Language Learners
- Second Language Acquisition and the Workshop Model
- Scaffolding Instruction and the Teaching of Reading for English Language Learners
- Differentiating Instruction in the Multi-level ESL classroom
- Classroom Management and Grouping- Mini lesson/Group/Share
- The State Standards for Our English Language Learners
- Using Time Effectively in the Classroom: Accountable Talk
- Preparing our ELL students for Exams: ELA, STM, NYSESLAT, ELE, SCI., and S.S.
- Administering the NYSESLAT: A Test Sampler
- Read Alouds and the English Language Learner
- Note Taking Skills for Second Language Learners
- Using Data to Drive Instruction for ELLs
- Analysis of the NYSESLAT and Scoring with Rubrics
- English as a Second Language in an Interdisciplinary Approach

Section III. Title III Budget

—

School: Halsey Middle School IS 296
BEDS Code: 333200010296

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,302	<input type="checkbox"/> Instruction: 2 teachers for 40 sessions for 2 hours = 160 hours at \$49.89 teacher per session rate with fringe \$ 7982 1 supervisor for 40 sessions for 2 hours = 80 hours at \$54.00 =\$4320 TOTAL: 12302 Professional Development: 2 workshops for 5 teachers at 2 hours at \$ 49.89 = \$998 Early bird staff development/Interdisciplinary study groups 4 sessions for 4 teachers for 1 hour at \$ 49.89 = \$ 798 TOTAL PROFESSIONAL SALARIES = \$1796
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 700	<input type="checkbox"/> Instructional supplies for Title III: Project Adelante for hands-on activities during sessions. Chart paper, portfolios, markers, index card books, construction paper, post-it notes, soft-covered review and supplementary materials, rulers, toner, Pearson-Longman Photo Dictionary of American English Workbooks (20), Economy Magnifier Set (Science), Illuminated Pocket Microscope (Science) and Classroom Measurement and Electromagnetic Set = \$500
Educational Software (Object Code 199)	0	<input type="checkbox"/> None

Travel	0	<input type="checkbox"/> None
Other	\$399	<input type="checkbox"/> <input type="checkbox"/> Saturday Instructional Parent Academy Parent Workshops for 2 teachers for 2 sessions for 2 hours at \$ 49.89 per-sessions including fringe benefits = \$ 399
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Data used to assess our school's written translation and oral interpretation needs include a review of the Home Language Information Survey and ATS data, which will indicate the languages spoken at home. Disaggregated data is also available in our school's Language Allocation Policy document. Our Parent Coordinator will also be consulted as to the needs of Halsey I.S. 296 and translations. Our Parent-Teacher Association will also have input into this process. A school-wide survey can also be sent home with the students as a needs assessment. Requests by staff are immediately addressed which ensures our parents are provided all information in a timely manner in the language they understand.

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 major finding of our needs was to have all parent correspondence translated into Spanish, with a small number of parents needing translation in Haitian Creole and French. We will make use of translations provided by the Department of Education, private services recommended by the DOE or by translators currently on our staff. As many of our teachers speak Spanish, there was a need for a small number of teachers to have Spanish translations for parent-teacher conferences, such as Open School Night. The Department of Education offers a phone-in translation service which may be used. We also have French speaking staff members. We have successfully used the DOE translation unit. Our Open House and Parent assemblies were addressed in Spanish by our principal, bilingual/ESL coordinator and Spanish-speaking and French speaking teachers in the Bilingual/ESL Department

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Halsey I.S. 296 will ensure that Limited English Speaking parents will be provided with a meaningful opportunity to participate in and have access to all programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including school and central office notices, lunch applications, flyers, and parent information in English and Spanish and other identified languages. These services are provided by in-house and school staff providing the translations. For low incidence languages, we will make use of the Language Translation Services on RFP#1B440 from the Department of Education contracts or from our Department of Education.

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

Oral Interpretations will be provided by in-house and school staff as well as parent volunteers. As the majority of our English Language Learners, 96%, speak Spanish, our school has a large number of Spanish speaking teachers and staff, including our Principal, Parent Coordinator, programmer, attendance office personnel, Bilingual/ESL Department teachers, Guidance/SAPIS, gym, lunch, etc. There are staff members who also speak Creole and French.

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>.

The school will fulfill Regulations A-663 which established our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students in a language they understand. This will be fulfilled by translation of all notices, memos, etc. and by oral translations for meetings, conferences and any interaction within the school community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$553,982	44,094	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,540		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,699	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,398	*	

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

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

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

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

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

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

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HALSEY MIDDLE SCHOOL I.S. 296 125 COVERT STREET BROOKLYN, NEW YORK 11207 (718) 574-0288 FAX: (718) 574-1368 "Express For Success" HALSEY MIDDLE SCHOOL IS 296 COMMUNITY SCHOOL DISTRICT #32 TITLE I - PARENTAL INVOLVEMENT POLICY (PIP) STATEMENT AND COMPACT 2010-2011

What is Title I? Title I is the largest federally funded program in K-12 education under Elementary Secondary Education Act (ESEA) of 1965. Reauthorized as the No Child Left Behind Act (NCLB) of 2001 – "Improving the Academic Achievement of the Disadvantaged". The money is intended to improve the quality of education in high-poverty schools and/or give extra help to struggling students. Title I focus is on improving academic achievement of children in schools who come from low-income families and who need extra support to meet challenging academic standards. Schools most frequently provide extra instruction in reading or mathematics, outside regular school hours. Title I can also fund such services as counseling or preschool programs; schools are required to spend some money on parent involvement activities and professional development for teachers and paraprofessionals. Schools can operate "school wide programs," with agreement by the principal, the UFT and the Title 1 parents; using their funding – in combination with other federal funds, if desired – to upgrade the entire school.

Policy: Halsey IS 296 will include Parents in the development of school-level parent involvement activities by:

- Ø Conducting Parent Teacher Conferences, workshops and parent activities.
- Ø Providing progress reports to parents.
- Ø Provide parents with student short and long term academic goals.
- Ø Providing parents with opportunities to observe classes.
- Ø Volunteering services.
- Ø Participating in school decision-making.

Parents will be involved in the planning, implementation, evaluation and continuous improvement of school level program by participating in:

- Ø School Leadership Teams (SLT)
- Ø Small Learning Communities (SLC) Planning Teams
- Ø Comprehensive Educational Plan (CEP)
- Ø Parent Needs Surveys
- Ø Participate in Learning Environment Survey
- Ø Parent and Teachers Association meetings
- Ø Title I meetings
- Ø Parent Complaint Procedures Meetings

Ø To accommodate our parents work schedules our School Leadership Team, Small Learning Communities and Parent and Teachers Association meetings are scheduled in the evening hours and/or on Saturdays with translation available for non-English parents.

Halsey IS 296 will provide Parents with timely information about instructional programs, curriculum, performance standards and assessment instruments by means of:

- Ø Orientations
- Ø School Handbook
- Ø Parent Workshops
- Ø Parent Meetings and Activities
- Ø Parent Newsletter
- Ø Monthly Calendar
- Ø Parent's Bulletin Board
- Ø Monthly Saturday Parent Workshop
- Ø Phone Master
- Ø Mailing
- Ø E-mail
- Ø Backpack

Halsey IS 296 will increase participation of non-English parents by providing communication as follows:

- Ø Through Parent Coordinator
- Ø Department of Education notices
- Ø Notifications in various languages
- Ø Translations during meetings and during school hours
- Ø Interpretation Services
- Ø Interpretation by Phone
- Ø Report cards and transcripts

The School and parents will share responsibility for student performance by:

The school:

- Ø Will provide an academic program that is rigorous and

challenging and provide an accelerated math and science program. Will provide intersession and after-school enrichment programs for students. Will communicate with families on an on-going basis regarding the students' academic progress. Will implement a homework program that emphasis meaningful practice of instructional content and writing in all content areas. Will form and support alliances with parents/guardians in the governance of the school. Will provide parents with student short and long term academic goals. Parents: Will send their children to school appropriately dressed, prepared to learn, and on time. Will encourage their child to do daily reading at home. Will attend at least one Parent Teacher Conference a year to discuss academic progress of their child. Will ensure that their child has completed their homework assignment on a regular basis. Will attend parent meetings and/or workshops to ensure that they can support their child's learning. Will volunteer to assist in the school when possible. Building Capacity- activities for parents and school staff that support strong parental involvement include: Parent Workshops Parent Association Meetings Title I Meetings School Leadership Team Meetings Orientations Open House Staff Development Open School Afternoon Open School Night Social Activities Parent Clubs Annual Meeting: An annual meeting will be held in October with parents of participating children to discuss the school's Title I program and the types of services provided. The meeting will inform them of their right to be involved in the program and offer opportunities for parent involvement.

 PARENT _____ PRINCIPAL
 _____ STUDENT DATE

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.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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



In looking at the data from the statistics page online at the New York City Department of Education’s website, which includes:

The New York State School Report Card, The New York City Department of Education Progress Report, The New York City Department of Education School Environmental Survey, Quality Review Report—2008 and school contextual data,

We have created a comprehensive needs assessment highlighting our recent performance trends our greatest accomplishments and significant aids and barriers to school’s continuous improvement.

English Language Arts Comparison of Student Performance Trends for All Students 2006—2010

6th grade ELA:

The data shows that the 6th grade “All Students” subgroup has progressed consistently in their ELA performance beginning in 2005-06 . In 2005-06 the average scale score was approximately 590. In 2006-07 the average 6th grade scale score was 610. In 2007-08 the scores went up significantly reaching about 647. The trend of score increases continued in 2008-09 and 2009-10 with 6th grade average scores reaching a plateau of a 665, near the new Common Core Standard College and Career ready standard of 672.

7th grade ELA:

The data shows that 7th grade performance for the “All Students” subgroups between 2006 and 2010 has varied . In 2005-06 the average scale score was approximately 610. By 2006-07 the average 7th grade scale score increased significantly to 642. In 2007-08 there was a slight uptick in the data, continuing the trend with average scale score increasing to 645. The increase in average scale scores continued once again in 2008-09, with 7th grade average scores reaching a plateau of a 660. The 7th grade performance in 2009-10 dipped significantly falling from 660 to approximately 647.

8th grade ELA:

The data shows that 8th grade performance for the “All Students” subgroup, between 2006 and 2010, has been relatively consistent. In 2005-06 the average scale score was approximately 640. By 2006-07 the average 8th grade average scale score increased slightly to approximately 641. In 2007-08 the scores increased significantly, reaching an average of about 655. The trend of score increases ended in

2008-09 with 8th grade average scale scores dipping to 653. The 8th grade performance in 2009-10 dipped slightly again falling from 653 to approximately 647.

English Language Arts Comparison of Student Performance Trends for ELLs 2006—2010

6th grade ELA:

The data shows the 6th grade on average for the “ELL” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 590. In 2007-08 the average 6th grade scale score increased significantly to 622. In 2008-09 the scores went up reaching about 630. The trend of score increases continued in 2009-10 with 6th grade average scale scores, increasing significantly, reaching a plateau of a 657.

7th grade ELA:

The data shows the 7th grade on average for the “ELL” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07.

In 2006-07 the average scale score was approximately 598. In 2007-08 the average 7th grade scale score increased significantly to an average of approximately 615. In 2008-09 the scores went up significantly again, reaching about 630. The trend of score increases continued in 2009-10, with 7th grade average scores reaching a plateau of an average score of approximately 632 for the ELL subgroup. *It must be noted however that the 7th grade average scale score for ELL students is significantly lower than the College and career ready standard of 672.*

8th grade ELA:

The data shows 8th grade performance, for the “ELL” subgroup, has been inconsistent. In 2005-06 the average scale score was approximately 620. In 2006-07 the average 8th grade scale score fell dramatically, to about 590. In 2007-08 the scale scores increased quite significantly, reaching an average of 630. The upward trend of average scale score increases in 2008-09 with 8th grade average scores increasing to an average of a 638. However, the 8th grade performance gains dipped in 2009-10, once again, falling from 638 to approximately 628.

English Language Arts Comparison of Student Performance Trends for General Education Students 2006—2010

6th grade ELA:

The data shows the 6th “General Education” subgroup has progressed in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 590. There was a significant continuation in the increase of the average 6th grade scale score in 2007-08 to about 650. In 2008-09 the scores went up reaching about 660. By 2010 the average scale scored had reached a new high of approximately 665.

7th grade ELA:

The data shows that 7th grade performance for the “General Education” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 610. By 2006-07 the average 7th grade scale score increased significantly to about 643. There was a slight uptick in performance in 2007-08 to an average scale score of about 645. In 2008-09 there was a significant uptick in the data, continuing the trend with average scale score increasing to approximately 662. The upward trend did not, however, ended in 2009-10 when the 7th grade average scores dipped to approximately 650.

8th grade ELA:

The data shows that 8th grade performance for the “General Education” subgroups between 2006 and 2010 have been relatively consistent. In 2005-06 the average scale score was approximately 650. By 2006-07 the average 8th grade scale score increased slightly to 655. In 2007-08 the scores increased slightly, reaching a plateau of about 658. The Score increases, however, ended in 2008-09 with 8th grade average scale scores dipping to about 656. The 8th grade performance in 2009-10 dipped slightly again falling from 658 to approximately 650.

English Language Arts Comparison of Student Performance Trends for Special Education 2006—2010

6th grade ELA:

The data shows that the 6th grade on average for the “Special Education Students” subgroup has progressed consistently and significantly in their ELA performance beginning in 2007-08. In 2007-08 the average 6th grade scale score was 600. In 2008-09 the scores went up reaching about 615. The trend of score increases continued 2009-10 with 6th grade average scores reaching a plateau of a approximately 650.

7th grade ELA:

The data shows that the 7th grade on average for the “Special Education Students” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 570. In 2007-08 the average 7th grade scale score increased significantly to an average of approximately 597. In 2008-09 the scores went up significantly once again, reaching about 625. The trend of scale score remained static in 2009-10.

8th grade ELA:

The data shows that 8th grade performance for the “Special Education” subgroup, between 2006 and 2010 have been inconsistent. In 2005-06 the average scale score was approximately 600. In 2006-07 the average 8th grade scale score fell dramatically, to 575. In 2007-

08 the scale scores increased quite significantly, reaching an average of 620. The upward trend of score increases in 2008-09 with 8th grade average scores increasing to an average of a 634. However, the 8th grade performance gains 2009-10 dipped once again falling from 634 to approximately 630.

Mathematics Comparison of Student Performance Trends for All Students 2006—2010

6th grade Math:

The data shows that the 6th grade on average scale score for the “All Students” subgroup has progressed consistently in their Mathematics performance beginning in 2005-06 with a slight decrease in 2010 . In 2005-06 the general education population’s average scale score was approximately 638. In 2006-07 the average 6th grade scale score increased a bit, to approximately 642. In 2007-08 the scores went up significantly reaching about 678. The trend of score increases continued in 2008-09 with an average scale score of 680. In 2009-10 with 6th grade average scores dipped to 678.

7th grade Math:

The data shows that 7th grade performance for the “All Students” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 630. By 2006-07 the average 7th grade scale score increased significantly to 670. In 2007-08 there was a slight uptick in the data remained static at 670. The trend continued once again in 2008-09, with 7th grade average scores reaching a plateau of a approximately 675. The 7th grade performance in 2009-10 dipped significantly falling from 675 to approximately 650.

8th grade Math:

The data shows that 8th grade performance for the “All Students” subgroups between 2006 and 2010 increased and then dipped. In 2005-06 the average scale score was approximately 658. By 2006-07 the average 8th grade scale score increased slightly to 661. In 2007-08 the scores increased again, reaching an average of about 665. The trend of score increases ended in 2008-09 with 8th grade average scale scores dipping to 660. The 8th grade performance in 2009-10 dipped with some significance, falling from 660 to approximately 650.

Mathematics Comparison of Student Performance Trends for ELLs 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “ELL” subgroup had progressed consistently and significantly in their mathematics performance, then dipped. In 2006-07 the average scale score was approximately 610. In 2007-08 the average 6th grade scale score increased significantly to about 670. In 2008-09 the scores stayed relatively the same reaching about 670 again. In 2009-10 the mathematics scores dipped to 660.

7th grade Math:

The data shows that the 7th graders, in “ELL” subgroup, have progressed inconsistently in their mathematics performance beginning in 2006-07. In 2006-07 the average scale score was approximately 620. In 2007-08 the average 7th grade scale score increased dramatically to an average of approximately 655. In 2008-09 the scores dipping scores were relatively significant, to about 640. The trend of score inconsistency continued in 2009-10, with 7th grade average scale scores increasing again to approximately 650.

8th grade Math:

The data shows the 8th grade, “ELL” subgroup, has progressed inconsistently in their mathematics performance beginning in 2006-07. In 2005-06 the average scale score was approximately 630. In 2006-07 the average 8th grade scale score fell somewhat significantly, to 620. In 2007-08 the scale scores increased quite significantly, reaching an average of 645. The increases in scale scores ended in 2008-09 with the 8th grade average scale score dipping to 638. The average scale score dipped again in 2009-10 falling from 638 to approximately 628.

Mathematics Comparison of Student Performance Trends for General Education Students 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “General Education” subgroup has progressed consistently in their mathematics performance beginning in 2005-06 with dip in 2010. In 2005-06 the average scale score was approximately 638. In 2006-07 the average 6th grade scale score increased significantly to 645. In 2007-08 the average scale scores went up significantly reaching about 680. In 2008-09 the upward trend in math scores continued again with an average score of 682. Last year, however, the upward trend ended as our 6th grade scores dipped to approximately 680 again.

7th grade Math:

The data shows that 7th grade performance for the “General Education” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 628. By 2006-07 the average 6th grade scale score increased significantly to 670. In 2007-08 the average scale score was static at 670. Once again in 2008-09 the average scale score increased to 678. Finally, though, the scores took a significant dip in 2009-10 to approximately 655.

8th grade Math:

The data shows that 8th grade performance for the “General Education” subgroups between 2006 and 2010 have been relatively consistent with a dip in 2010. In 2005-06 the average scale score was approximately 660. By 2006-07 the average 8th grade scale score

increased slightly to 665. In 2007-08 the average scale score was static at 665. The Score increases, however, ended in 2008-09 with 8th grade average scale scores dipping to 660. The 8th grade performance in 2009-10 dipped slightly again falling from 660 to approximately 655.

Mathematics Comparison of Student Performance Trends for Special Education 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “Special Education Students” subgroup has decreased consistently and significantly in their mathematics performance beginning in 2007-08. In 2007-08 the average 6th grade scale score was 657. In 2008-09 the scores went down significantly reaching about 635. The trend of average scale score decrease continued 2009-10 with 6th grade average scores reaching a plateau of approximately 618.

7th grade Math:

The data shows that the 7th grade on average for the “Special Education Students” subgroup has decreased its performance significantly beginning in 2008-09. In 2006-07 the average scale score was approximately 636. In 2007-08 the average 7th grade scale score increased slightly to an average of approximately 638. In 2008-09 the scores went down significantly, reaching about 600. The scale score decreases continued in 2009-10 to an average of 590.

8th grade Math:

The data shows that 8th grade performance for the “Special Education” subgroup, between 2006 and 2010 have been inconsistent. In 2005-06 the average scale score was approximately 617. In 2006-07 the average 8th grade scale score fell dramatically, to about 610. In 2007-08 the scale scores increased quite significantly, reaching an average of about 630. The upward trend of average scale score ended in 2008-09 with 8th grade average scores decreasing to approximately 600. However, the 8th grade performance gains 2009-10 increased once again moving from 600 to approximately 620.

2. Schoolwide reform strategies that:

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

Zero Hour, SES, F Status Teacher is provided to help students close the achievement gap.

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.

Zero Hour including also Saturday Programs and Summer School.

- o Help provide an enriched and accelerated curriculum.
 - School provides Honor program that accelerates curriculum and prepares students for advanced High School work.
- o Meet the educational needs of historically underserved populations.
 - F status teacher is employed to help students who historically underserved.
- 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.
 - Students who are low achievers and academically at risk are provided opportunities before during and after school day to receive additional time and support.
- o Are consistent with and are designed to implement State and local improvement, if any.
 - Yes, schoolwide programs are aligned with common core state standards in Math and ELA and state standards in Science and Social Studies.

3. Instruction by highly qualified staff.

- 100% of our teachers 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.

- Professional development is provided by Administration and Lead teachers and CFN Network 208

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

- School Administration attends all New Teacher hiring fairs.

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

- Guidance counselors and Parent Coordinator provide workshops during the school and after school as well as on weekends to parents.

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.

Administration and teachers work closely to develop common assessments to be used schoolwide.

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.

Zero Hour, Extended Day session, F status teacher.

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.

School Leadership team oversees services and programs provided by Federal, State and Local Governments.

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

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title III	Federal	Yes			24,497	True	Goals 1,2,3,4 and 5.
Title I, Part A (Basic)	Federal	Yes			Projected \$64,000	True	Goals 1,2,3,4 and 5

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

IS 296 uses Zero hour, extended day, libert learning lab, failure freee reading, Brianza, Adelante Wilson, Beacon, Rigor, 21st Century, SETTS

2. Ensure that planning for students served under this program is incorporated into existing school planning.

The way we insure that planning for student services is incorporated into existing school plan by:

1. By using teachers that are familiar with best practices to provide instruction in these programs.

2. Program Directos meet with Principal to discuss benchmarks and student progress.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Zero Hour, and extened time.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Opportunities for project based learning and curricula to the common core standards.

c. Minimize removing children from the regular classroom during regular school hours;

IS 296 minimizes student removal from regular classrooms through intervention guidance, deans and AP's.

4. Coordinate with and support the regular educational program;

Guidance Counselors and support staff extend educational oppourtunities that are alligned to schools curriculum and high expectations.

5. Provide instruction by highly qualified teachers;

Yes, 100% qualified teachers provide instruction to our students.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

All teachers and support staff receive professional development in house as well as CFN Network 208.

7. Provide strategies to increase parental involvement; and

Our school uses multiple strategies including school messenger and Parent letters and workshops.

8. Coordinate and integrate Federal, State and local services and programs.

The school Leadership Team oversees the implementation of all programs and ensures that programs reach students in need.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: Restructuring (Advanced)
 - Focused **SURR PHASE / GROUP (IF APPLICABLE):** N/A
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Halsey IS 296 was identified as not making AYP for the Limited English Proficient subgroup in ELA on our School Demographics and Accountability snapshot

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Interventions for English Language Learners at Halsey I.S. 296
Improving Linguistic and Academic Performance

Halsey I.S. 296 has implemented many interventions for our English Language Learners in order to improve their linguistic and academic performance.

Our ELLIS computer lab individualizes instruction and assists in literacy and language acquisition. We have received an influx of high quality literacy English as a Second Language materials in all our ESL classrooms.

In particular, the Bilingual/ESL Department has received extensive libraries. These libraries address science, reluctant readers, social studies, the arts, and many other subjects. The books are of the highest interest and quality. We have also received a portable library cart which holds sets of books, as well, and numerous colorful, beautifully illustrated, high interest "Big Books" for our English Language Learners.

Our Academic Intervention Services (AIS) meet during various school days in after-school sessions. They include the following: Title III Project ADELANTE: Success in the Content Areas, SES Programs, the ELL Success Saturday Academy, and Educational Links.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

IS 296 is not Corrective Action. The 10% allocation is used to provide professional development for those teachers who are not highly qualified. In addition, we provide opportunities for our teachers to participate in outside training and opportunities are given to teachers to sign up at NYC Universities.

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

F Status Teacher and Assistant Principals and CFN network provide individual professional development to assist teachers to become better teachers in the implementation of curriculum instruction and Differentiated Instruction. In addition, teachers will participate in a summer institute which focuses on teaching strategies and best practices and differentiated instruction.

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.

IS 296 informs the parents in their native language regarding school in need of improvement. Usually the letter goes out to parents in September and all students in the school receive the letter and the letter is kept for school records, should anyone request to see this letter.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
24
2. Please describe the services you are planning to provide to the STH population. □ IS 296 is working in collobartion with STH Housing DOE employee, to improve student attendance, provide STH with school supplies and school uniform. Provide STH opportunities to participate in all school activities by forfieting montary donations, they receive absence and lateness letters sent to facilitiy. Attendance intervention interview with parents.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
24

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 IS296 provides the students with school supplies, school uniforms and offers opportunities to join different activities that are offered in the school.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_32K296_011911-132918.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2 CFN 208	District 32	School Number 296	School Name Halsey I.S. 296
Principal Maria De Los A. Barreto		Assistant Principal Michael Braster	
Coach		Coach	
Teacher/Subject Area Denise Steele, ESL		Guidance Counselor Dorrit Gilchrist	
Teacher/Subject Area Claudia Shirley, ESL		Parent Chaneen Johnson	
Teacher/Subject Area Normahiram Pérez, Science		Parent Coordinator Carmen Hope	
Related Service Provider		Other Vivian Kahn, ESL	
Network Leader John Omahoney		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	563	Total Number of ELLs	101	ELLs as Share of Total Student Population (%)	17.94%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.)
6. 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.

Halsey I.S. 296 follows the following steps for the initial identification of students who may be entitled English Language Learners. We administer the Home Language Survey (HLIS) which includes the informal oral interview in English and in the native language. The persons responsible for conducting the initial screening are our Guidance Counselors: Ms. Turner, Ms. Bracone and Ms. Gilchrist, our Parent Coordinator, Ms. Carmen Hope, our Pupil Personnel Secretary, Ms. Assunta D'Ambra and our Bilingual/ESL Coordinator, Ms. Denise Steele. Our Bilingual/ESL Coordinator, Ms. Steele is our LAB Coordinator, with the assistance of Ms. Claudia Shirley and Ms. N. Perez. We follow the "New York State LEP Identification Process," which involves (1) screening, (2) initial assessment, (3) program placement, and the (4) annual assessment. The first step is administering the Home Language Questionnaire, the HLIS. If it is determined that the home language is other than English, according to guidelines for the HLIS, an informal interview is conducted in the Native Language and English. If the student speaks a language other than English, or speaks little or no English, and as determined by responses on the HLIS, the LAB (R) (English) is administered. If the student scores Beginning, Intermediate or Advanced Level the student is LEP, an English Language Learner (ELL). We then administer the LAB (Spanish) if the home language is SP The student is placed in our Transitional Bilingual Education Program or our freestanding ESL Program by Parental Choice after filling out the initial questionnaire and program selection. The annual assessment is The New York State English as a Second Language Achievement Test, the NYSESLAT, administered every Spring. The next administration is Spring 2011. Students remain identified as English Language Learners, receive all mandated units of ESL, and participate in our Transitional Bilingual Education Program or Free-Standing English as a Second Language program until they receive a "P" Proficient (Passed) on the latest administration of the NYSESLAT.

Halsey I.S. 296 has specific structures in place to ensure that our parents understand all program choices. At admission, all forms and surveys are available to our parents in translated versions, in our case this school year, in Spanish, French, and Haitian. The initial identification process includes the Parent Survey and Parent Program choice letters. Our program choices of a Transitional Bilingual Education Program (TBE) and Free-standing ESL Program are explained in the language the parent speaks: we have staff members who speak Spanish, French and Creole and we can access the Department of Education's Translation Unit if needed, with translations by phone and/or in writing. Students identified as ELLs, as outlined above, are placed by parental choice. The parent is informed of the results of the LAB (R) and an initial placement letter is sent to the parent. Students sign for these letters and receipts are returned and kept on file. Our Parent Coordinator conducts a Parent Orientation and parent meetings in which she explains parental options and gives a general orientation of our programs. Parent choice is respected and parent choice guidelines are adhered to. In order to communicate with parents the following parental notification letters are used and offered in translated versions: C: Entitlement Letter, D: Parent Survey and Program Selection, E: Non-Entitlement Letter after a Proficient (Pass) on the LAB (R), F: Placement Letter, G: Continued Entitlement Letter, H: Non-Entitlement Transition after first pass/proficient on the NYSESLAT. As stated in this document, if a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has consistently been to choose our Transitional Bilingual Program. For the 2010-2011 School Year we have 61.4% (62 out of 101 ELLs) of our students in our Bilingual Program and 38.6% (39 out of 101 ELLs) in free-standing ESL. This is a slight shift from the past with more students in our Bilingual Program. Last year we had 59.2% Bilingual and 40.8% ESL, the year prior to that 55% Bilingual and 45% free-standing ESL. This current school year we have had many newcomers admitted, 20 students, who participate in our Transitional Bilingual Program. The program models offered at Halsey I.S. 296 are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	2	2					5
Push-In														0
Total	0	0	0	0	0	0	2	3	3	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	9
SIFE	11	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	22

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	56	7		4	1		2			62
Dual Language										0
ESL	9	2	1	10	1	3	20		5	39
Total	65	9	1	14	2	3	22	0	5	101

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	20	27					62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	15	20	27	0	0	0	0	62

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	9	18					37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						1
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	11	10	18	0	0	0	0	39

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Halsey I.S. 296 currently has three Transitional Bilingual Education classes, a grade 6, grade 7, and grade 8 class. These classes are heterogeneous, containing mixed proficiency levels. The organizational model is departmentalized, it is a block program where the class travels together to ESL, Native Language Arts, Social Studies, Science, Mathematics, Physical Education, Talent class such as Music, Dance, and/or Technology classes. There are also five ESL classes for students in the mainstream, not in our TBE, where they receive the mandated

number of periods of ESL determined by their level on the NYSESLAT (we provide 5 periods of ESL and 5 periods of ELA for the LAT Advanced students, and 10 periods of ESL for the LAT Intermediate and Beginning level students). The students are programmed for ESL as one or two of their class periods. The students in the TBE also are programmed for a daily period of NLA: Native Language Arts. This organization ensures that the mandated number of instructional minutes is provided according to the students' proficiency levels in each program model.

The organization of our staff ensures the mandated time is provided according to proficiency levels by grouping for instruction within the grade, providing differentiated instruction, utilizing the CR Part 154 model of TBE beginning students receiving 75% of the lesson in Spanish with 25% in English, moving to 50/50 NLA usage/support and to the goal of more English, as language usage of 25% Native Language to 75% English. Instruction is in English in our free-standing ESL program, native language support is offered when needed.

The content areas in our Transitional Bilingual Education Program are provided in Spanish and English, in our ESL Program instruction in the content areas is in English, with support offered by the ESL teacher, including use of bilingual dictionaries, materials in the native language, and linguistic grouping by levels. For the 2010-2011 school year there is application of the Common Core State Standards for English Language Learners: all students are held to the same high expectations with our ELLs offered additional time (as a test modification, for example), appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. The Common Core State Standards provide rigorous grade level expectations in the 4 language acquisition areas of listening, speaking, reading and writing. For example, in mathematics, ELLs are "capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms - such as objects, drawings, inscriptions, and gestures - as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language." (The National Governors Association Center for Best Practices and the Council of Chief State School Officers).

Halsey I.S. 296's instructional approaches and methods enrich language development and makes content comprehensible for our English Language Learners. We provide the Workshop Model with a Writing Workshop component. Scaffolding offers teacher support for learning through instruction, modeling, questioning, and feedback. Language development is enriched by our stress on the acquisition of academic language, this is provided in all subject areas, utilizing the variation of Native Language Arts and Native Language usage/support across program models. The use of Spanish is greatest with our Newcomers and Beginning NYSESLAT level students, and increases in English during the school year, as well as based on the student's progress in the acquisition of English. Instruction for ELL subgroups is differentiated by the ESL teacher and content area teachers, based on the particular lesson. Data drives the instruction in ESL with the LAT results and Interim Assessments, the LAT Modality Report, providing levels B (Beginning), I (Intermediate), A (Advanced), and the State Mathematics test results (STM) providing data for grouping and addressing student's individual needs. All of the ELLs in our Bilingual Program, who were tested with the Spring 2010 English Language Arts Test, scored a Level 1 or Level 2. Therefore, teacher assessment of skills, and appropriate grouping for instruction, is crucial.

Our plan for SIFE (Students with Interrupted Formal Education) students begins with the identification and screening of students who enter as new entrants to the New York City Public School System, code 58's, with a HLIS (Home Language Information Survey) of a language other than English (OTELE). A thorough review of the HLIS, particularly Part 2 which informs us of prior schooling experience, and parent interview, gives us background information as to how to best assist these students. We currently have 11 identified SIFE students who continue to progress. One student achieved a level 3 on the ELA and level 4 on the Mathematics Exam (STM) as well as "A" Advanced on the NYSESLAT, another a Level 3 in both ELA and STM and "A" on the LAT. 6 out of the 11 scored Intermediate or Advanced on the NYSESLAT. Our SIFE students have received extended day activities with strategies to increase their English Language Proficiency, as in our ELL grant Project RIGOR (which we are currently awaiting funding, budget shows TBD) and our Title III Program, which is outlined in our Title III plan and is called Project ADELANTE: Success in the Content Areas. Our SIFE students also attend our SES Programs. This school year we have a Zero Hour Program, Liberty Learning Labs, Brienza's, Failure Free Reading, Champion, Test Quest, Inc., Bell, Streamline Inc, Ace Tutoring, small group instruction and tutoring at the school level. Since all our SIFE students are still currently entitled ELLs, they are entitled to test modifications, including extended time, special location, use of bilingual glossaries, and translated versions of exams.

Our newcomer ELLs are in the Bilingual Program and receive a small class setting, differentiated instruction, teacher and native language support, and all afore-mentioned interventions. ELLs receiving service for 4 to 6 years attend our ELLIS program, an ESL program with our ESL teacher, Ms. Steele. This computer program is high interest, utilizes technology, and offers instruction and strategies appropriate for those students receiving services 4 to 6 years. Our Long-Term ELLs also attend the ELLIS ESL Program with Ms. Steele, as the materials are differentiated and appropriate for ELA, the NYSESLAT, and age level. Materials from Project RIGOR are used with this population. Long-term ELLs also receive tutoring in a small group setting. Since NCLB now requires ELA testing for ELLs after one year, test taking strategies and skills are incorporated in ELA, ESL, and content area lessons. We have acquired new materials to assist our students in test preparation and skills development. Our ELLs having special needs are programmed according to the Individualized Educational Plan (IEP), have small group instruction and/or are in a Collaborative Teaching (CTT) class. All of our ELL subgroups participate in our SES programs as outlined above.

B. Programming and Scheduling Information--Continued

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

Halsey I.S. 296 targets intervention programs for ELLs in ELA, math and in the content areas. Our Title III Program, "Project Adelante: Success in the Content Areas," is a program specifically designed to address excellence in mathematics, science, social studies, as well as English and Spanish. There are two groups, one for beginners and the other for those students here four to six years or longer, or advanced on the NYSESLAT. The students have instruction in math, science and social studies, with ELA and NLA support "push-in." We also offer Project RIGOR for our long-term ELLs and are awaiting funding for our ELL Success Grant Saturday Academy. Other intervention programs are our Zero Hour Program, Liberty Learning Lab, Brienza's, Failure Free Reading, Champion, Test Quest, Inc., Bell, Streamline Br. Inc., Ace Tutoring Service as well as school based small group instruction and tutoring. Continuing transitional support for 2 years for ELLs receiving proficiency on the NYSESLAT are support from the ESL teacher and continuation of test modifications for these students: extended time (time and a half), special location, use of bilingual glossaries, and translated versions of tests. If the content area test is not provided in a translated version we hire translators for those specific targeted languages from LIS. Last year we had an Arabic translator, this year, we only have Spanish and Haitian ELLs, for which the test is translated by The New York State Department of Education. We have a French speaking staff member who can work with our one French speaking identified ELL, who is doing well academically with an "A" on the LAT and level 3 on both the ELA and STM.

This school year we have the improvement of how we placed our Transitional Bilingual Education program students by grade, utilizing curriculum maps, and aligning instruction with the Common Core Standards. We now have three bilingual classes and can group by grade in order to align instruction with curriculum. We discontinued our bridge class from last year, as our numbers have substantially increased in our ELLs in the Bilingual Program. ELLs are afforded equal access to all Halsey I.S. 296 programs, they may attend "Talent" periods of band, dance, technology, etc.

Instructional materials support our ELLs, for example, in Social Studies we have One Nation, Many People (Globe) in English and Una Nación, Muchos Pueblos, in Spanish. We have increased the use of technology with SMART Boards in every Bilingual class. We offer technology in the Language Lab program ELLIS with our ESL teacher, Ms. Steele, and, we offer more technology with another intervention, computer class with Mr. Primost.

Native language support is delivered in our Transitional Bilingual Program through the use of Spanish in the content areas, following the guidelines of NLA Usage and Support from a 75/25% model to 25% NL/75% English as our students progress and attain cognitive/academic language proficiency across the curriculum and acquire listening, speaking, reading, and writing skills in L1: Spanish and L2: English. This support is through teacher instruction, group work, differentiated instruction, materials, glossaries, and translated versions of examinations. Our resources and services correspond to our ELLs ages and grade levels. For example, Project RIGOR offers literacy materials of high interest for a student's age and appropriate for the student's level. Curriculum for the specific grade level is supported by texts, materials, resources, curriculum maps, and teacher prepared materials.

In reference to activities in our school to assist newly enrolled ELL students before the beginning of the school year, we implemented Project Jump Start but have found that many of our ELL students enroll when school begins, and shortly thereafter, so our Parent Coordinator now offers a Parent Information Workshop and meets with these newly enrolled students before the beginning of the school year. As a middle school, we get many code 58 admissions, new to the system, and we follow the initial identification, testing and placement regulations. The majority of these students are not enrolled before the school year begins. These students may also meet with the Guidance Counselor, Pupil Personnel Secretary, and Bilingual/ESL Coordinator before the beginning of the academic school year.

As to electives, specifically language electives, we currently only offer Spanish for Native Language Arts or Spanish (as a Second Language) for mainstream students. In the future we might offer other languages, e.g., French, which would then be offered to our ELLs as programming considerations allow.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our professional development plan includes Teacher Teams and team planning and meetings. Professional development Teacher Teams work on imbedding the Common Core Standards into the curriculum, analyzing data and using data to drive instruction, Using Curriculum Maps and setting pacing schedules, planning for differentiated instruction, reviewing and recommending appropriate materials for our ELLs by level, age, interest level, etc., and preparation of materials. The professional development component delivers workshops selected from our professional menu listed below. We have planned for 2 workshops for 5 teachers at 2 hours. We also have an "Early-Bird" Professional Development Program implemented monthly. The Early Bird Staff Development/Interdisciplinary Study Groups and Planning sessions are for the Bilingual/ESL Department and Content Area staff. Our menu for possible workshops includes:

- § Common Core Standards and Second Language Learners
- § Second Language Acquisition and the Workshop Model
- § Scaffolding Instruction and the Teaching of Reading for English Language Learners
- § Differentiating Instruction in the Multi-level ESL classroom
- § Classroom Management and Grouping- Mini lesson/Group/Share
- § Facilitating Social Interaction for our English Language Learners
- § Using Time Effectively in the Classroom: Accountable Talk
- § Preparing our ELL students for Exams: ELA, STM, NYSESLAT, ELE, SCI
- § Administering the NYSESLAT: A Test Sampler
- § Read Alouds and the English Language Learner
- § Note Taking Skills for Second Language Learners
- § Using Data to Drive Instruction for ELLs
- § Analysis of the NYSESLAT and Scoring with Rubrics
- § English as a Second Language in an Interdisciplinary Approach

As a middle school, we are supportive of our ELLs as they transition to High School. Ms. Gilchrist, our 8th Grade Guidance Counselor, meets one-on-one with each student. She carefully explains the options the ELL students have for High School Placement. Our ELLs are also offered the opportunity to attend a special summer program provided by the Department of Education, held at LaGuardia Community College. There is always interest in this program as it offers academics and social situations, such as trips, for our students going to High School. There is training of staff for the 7.5 hour minimum through Faculty Conferences dedicated to ELLs, teachers attending QTEL Professional Development, and departmental meeting training. There is training through our Title III program and "Early Bird" professional development. Also, many workshops are offered through the Department of Education, which focus on ELLs data and instruction. The OELL informs us of "News and Opportunities for Educators of ELLs," offering helpful and excellent workshops, institutes, information, and professional development.

E. Parental Involvement

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

I.S. 296 includes parents in the development of school-level parental involvement activities by conducting parent-teacher conferences, workshops and parent activities. We provide progress reports to parents and provide parents with student short and long-term academic goals. Parents can volunteer and participate in school decision making. Parents are involved in the planning, implementation, evaluation and continuous improvement of school programs by participating in our SLT: School Leadership Team, SLC: Small Learning Communities Planning Teams, CEP: Comprehensive Educational Plan, Parent Needs Surveys, Learning Environment Survey, PTA: Parent and Teachers Association meetings, Title I meetings, and Parent Complaint Procedures. There is an on-going needs assessment for our parents as we strive to meet the needs of all our parents. To accommodate our parents work schedules, our School Leadership Team, Small Learning Communities, and PTA meetings are scheduled in the evening hours and/or on Saturdays with translation available for parents of our ELLs and non-English speaking parents.

Our parents are provided with timely information about our instructional programs, curriculum, performance standards and assessment instruments by means of orientations, a school handbook, parent workshops, parent meetings and activities, parent newsletters, a monthly calendar, a Parent's Bulletin Board at the school, monthly Saturday parent workshops, Phone Master, mailings, e-mail, and backpacks. Our Parent Coordinator, Ms. Carmen Hope, facilitates parental involvement activities addressing the needs of our parents. Ms. Hope increases participation of our non-English speaking parents and parents of ELLs by providing communication through contact with her at school, availability by cell phone, through Department of Education notices and notifications provided in various languages, translations during meetings and during school hours, interpretation services, interpretation by phone, report cards and transcripts.

Our staff and administrators are also involved in parent involvement and increasing parental involvement. Parents know they can come to the school to confer with the Principal, Assistant Principals, Deans, faculty, staff and other parents as well.

Halsey I.S. 296 partners with agencies and/or Community Based Organizations to provide workshops or services to ELL parents, these CBO's are the Ridgewood-Bushwick BEACON Program and New York Psychologists.

In summary, I.S. 296 involves our parents, partners with other agencies or CBOs, evaluates the needs of our parents and these parental involvement activities are on-going and address the needs of the parents of our students here at Halsey I.S. 296.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							13	13	25					51
Intermediate(I)							4	9	14					27
Advanced (A)							9	8	6					23
Total	0	0	0	0	0	0	26	30	45	0	0	0	0	101

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	3	14				
	I							2	5	6				
	A							6	6	11				
	P							6	5	8				

READING/ WRITING	B							3	4	18				
	I							4	9	15				
	A							7	6	5				
	P							2	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	9	2	0	14
7	14	2	0	0	16
8	19	5	0	0	24
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	4	6	1	3	1	1	0	17
7	2	5	7	7	0	0	0	0	21
8	10	11	7	8	0	2	0	0	38
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	12	9	4				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

As a middle school, grades 6, 7, and 8, we use the Language Assessment Battery (LAB) English and the LAB:Spanish in the initial identification process, and the NYSESLAT: New York State English as a Second Language Achievement Test, annually, to assess skills in listening, speaking, reading and writing of our ELLs. We use test data results from the New York State English Language Arts examination as the majority of our ELLs take the ELA test (ELL Exempts are for year 1 only as per NCLB). The results give us information and data about the literacy skills of our students. We also provide teacher prepared assessments and the New York City Department of Education Interim Assessments. The data inform us that our ELLs are scoring Levels 1 and 2 on the ELA: English Language Arts test. Only 2 students out of 101 scored a Level 3. This data can inform our instructional plan, for example offering non-fiction pieces for reading comprehension and a variety of reading genres, as poetry, reading schedules and programs, analysis of political cartoons, etc. and instruction in writing skills. In reference to Staff Development, our action plan includes a study group on scaffolding language structures for ELL students in all content areas for effective language development. Professional development on differentiating instruction for ELL students based on LAT levels, professional development on tiered instructional models, RTI training for teachers, intervisitations and instructional rounds. Teacher Teams will evaluate the data, discuss and share from multiple sources, teachers of ELLs will share TANS: Teacher Assessment Notebooks and how they are charting the progress of ELL students, a quarterly evaluation of Acuity and Scantron data, and re-evaluate and revise during the 2010-2011 school year. An analysis of the New York State Mathematics Examination (STM), which is offered in translated versions, indicates a fairly consistent level of scores of students taking the exam in English and Spanish. 3 students scored a Level 3 in Math in English, 3 students scored a Level 3 in Math in Spanish. 20 students scored a Level 2 in Math in English and 16 students scored a Level 2 in Spanish. In Level 1, 13 students took the test in English and 20 in Spanish. There were more Level 1 scores in the Spanish test, this might be explained by the influx of Newcomers and challenges of the curriculum.

The data patterns across the grades and levels indicate more than half of our ELLs are Beginners, approximately 27% Intermediate, and 23% Advanced. The most beginners are in our sixth grade, and interestingly, the most advanced are also in our sixth grade. Teachers use the results of our ELL Periodic Assessments to plan lessons, address student needs, and do an item analysis to differentiate instruction. The Native Language is used as indicated in instructional plans, as support, and according to guidelines for usage and support in the instruction of Native Language Arts and in the content areas.

Halsey I.S. 296 evaluates the success of our program for ELLs by supervisory observations, intervisitations, Interm Assessment results and by growth in the NYSESLAT, Modality Reports for the NYSESLAT by subtests, the New York State English Language Arts Examination, State Mathematics Examination, El Examen de Lectura en Español (ELE) the reading test in Spanish, and the NYS Science examination. We also evaluate our programs by teacher observation and assessments, data and the TANS: Teacher Assessment Notebooks, formal and informal evaluations, self-evaluation, by parental involvement, participation in our SES and Title III programs, as well as clubs, presentations, and providing equal access and opportunities for our English Language Learners in all aspects of our school community.

Additional Information

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

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 296 The Halsey School					
District:	32	DBN:	32K296	School		333200010296

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.6	90.8	89.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		88.9	90.9	89.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	192	173	173	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	175	193	161		84.4	82.0	83.7
Grade 8	174	181	200				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	31	22
Grade 12	0	0	0				
Ungraded	3	5	3	Recent Immigrants - Total Number:			
Total	544	552	537	(As of October 31)	2007-08	2008-09	2009-10
					23	24	25

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	29	26	27	Principal Suspensions	256	37	66
# in Collaborative Team Teaching (CTT) Classes	24	24	21	Superintendent Suspensions	32	34	42
Number all others	25	26	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	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)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	37	49	TBD	Number of Teachers	64	51	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	15	10
# receiving ESL services only	46	37	TBD				
# ELLs with IEPs	4	14	TBD	Number of Educational Paraprofessionals	2	2	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	10	40	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
				% more than 2 years teaching in this school	67.2	74.5	93.6
				% more than 5 years teaching anywhere	60.9	66.7	87.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	82.0	85.1
American Indian or Alaska Native	0.7	1.3	0.4	% core classes taught by "highly qualified" teachers	92.4	91.2	96.6
Black or African American	46.3	45.7	42.1				
Hispanic or Latino	50.9	51.1	56.6				
Asian or Native Hawaiian/Other Pacific	1.7	1.4	0.7				
White	0.2	0.2	0.2				
Male	52.0	53.4	50.1				
Female	48.0	46.6	49.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v				-	
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v				-	
Student groups making	6	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	16.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	10.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



J.H.S. 296 THE HALSEY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: J.H.S. 296 THE HALSEY
ADDRESS: 125 COVERT STREET
TELEPHONE: 718-574-0288
FAX: 718-574-1368

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010296 **SCHOOL NAME:** J.H.S. 296 The Halsey

SCHOOL ADDRESS: 125 COVERT STREET, BROOKLYN, NY, 11207

SCHOOL TELEPHONE: 718-574-0288 **FAX:** 718-574-1368

SCHOOL CONTACT PERSON: Maria Barreto **EMAIL ADDRESS:** MBarret@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Glenda Bonas

PRINCIPAL: Maria Barreto

UFT CHAPTER LEADER: Mario Matos

PARENTS' ASSOCIATION PRESIDENT: Ms. Chaneen Johnson

STUDENT REPRESENTATIVE:
(Required for high schools) Destiny Williams

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: JOHN OMAHONEY/Olga De Filippis

SUPERINTENDENT: LILLIAN DRUCK

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Maria Barreto	Principal	Electronic Signature Approved. Comments: Maria de los A. Barreto

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Halsey, I.S.296, is a Title I funded school in the Bushwick section of Brooklyn. Our mission is to foster a sense of responsibility within all students in a non-threatening environment while providing a high quality education in a differentiated setting. We are comprised of three small learning communities/academies: Shakespeare, Lola Rodriguez de Tio and Mae C. Jemison. Students are provided the opportunity to participate in the performing arts, leadership, technology, and accelerated program activities. Supplemental Education Services Title I services are provided to targeted students through Princeton Review and Educational Links. Assembly programs are organized by academies, grade and gender to facilitate award ceremonies, celebrations of our diverse cultures, discussions of gender issues, and an understanding of school expectations for academic responsibility. Each grade is assigned a talent period which provides students the opportunity to participate in technology, art, drama or music. The talent classes are assigned based on students' interest.

In order to support and celebrate our students' rich cultural diversity, talent and interests we have instituted an advisory program. The advisory program also focuses on building students' social skills, tolerance, pride and respect. Sixteen point five percent of our population is identified as English Language Learners (ELLs). Intermediate School 296 is committed to the continued growth of our students both as learners and as vital members of the community in which they reside.

Annual Prevention Week targets our students' positive social development to encourage leadership, self-improvement and community awareness. IS 296 utilizes academy looping, interventions, zero hour program and students' incentives, such as: basketball, track clubs and tiger dollar distribution. In addition, I.S.296 received a RESO-A grant from our Councilman's office and the Hunter College Title II B grant for mathematics. This year our school also has begun working with a student council in order to foster greater leadership skills.

Our school provides students with disabilities the collaborative team teaching model. Specialized classes are departmentalized. Identified students are provided with SETTS using the push-in or pull-out models based on their IEP recommendations.

The Ridgewood Beacon Program, The RAPP – Relationship Abuse Prevention Program, 21st Century for Reading, Math, Guidance and Conflict Resolution and the AIDP Services for Attendance Improvement. These agencies provide ongoing student tutoring and referral services for students that are at risk.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		J.H.S. 296 The Halsey								
District:		32	DBN #:		32K296	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			89.6	90.8	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			88.9	90.94	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		175	192	173	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		190	175	193			84.4	87	82	
Grade 8		251	174	181						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			4	31	TBD	
Grade 12		0	0	0						
Ungraded		2	3	5	Recent Immigrants - Total Number:					
Total		618	544	552	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							23	24	25	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		38	29	26	Principal Suspensions		256	37	TBD	
# in Collaborative Team Teaching (CTT) Classes		13	24	24	Superintendent Suspensions		32	34	TBD	
Number all others		32	25	26						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		50	37	49						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	39	46	37	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	4	14	Number of Teachers	64	51	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	15	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	10	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	67.2	74.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	60.9	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	75	82	TBD
American Indian or Alaska Native	1	0.7	1.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.4	91.2	TBD
Black or African American	45.5	46.3	45.7				
Hispanic or Latino	51.8	50.9	51.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.7	1.4				
White	0.5	0.2	0.2				
Multi-racial							
Male	52.4	52	53.4				
Female	47.6	48	46.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√			-	
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√				-	
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	Ysh	√	-				
Limited English Proficient	Ysh	√	-				
Economically Disadvantaged	√	√				-	
Student groups making AYP in each subject	6	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	73.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

In looking at the data from the statistics page online at the New York City Department of Education's website, which includes: The New York State School Report Card, The New York City Department of Education Progress Report, The New York City Department of Education School Environmental Survey, Quality Review Report—2008 and school contextual data, we have created a comprehensive needs assessment highlighting our recent performance trends, our greatest accomplishments and significant aids and barriers to the school's continuous improvement.

English Language Arts Comparison of Student Performance Trends for All Students 2006—2010

6th grade ELA:

The data shows that the 6th grade "All Students" subgroup has progressed consistently in their ELA performance beginning in 2005-06 . In 2005-06 the average scale score was approximately 590. In 2006-07 the average 6th grade scale score was 610. In 2007-08 the scores went up significantly reaching about 647. The trend of score increases continued in 2008-09 and 2009-10 with 6th grade average scores reaching a plateau of a 665, near the new Common Core Standard College and Career ready standard of 672.

7th grade ELA:

The data shows that 7th grade performance for the "All Students" subgroups between 2006 and 2010 has varied . In 2005-06 the average scale score was approximately 610. By 2006-07 the average 7th grade scale score increased significantly to 642. In 2007-08 there was a slight uptick in the data, continuing the trend with average scale score increasing to 645. The increase in average scale scores continued once again in 2008-09, with 7th grade average scores reaching a plateau of a 660. The 7th grade performance in 2009-10 dipped significantly falling from 660 to approximately 647.

8th grade ELA:

The data shows that 8th grade performance for the "All Students" subgroup, between 2006 and 2010, has been relatively consistent. In 2005-06 the average scale score was approximately 640.

By 2006-07 the average 8th grade average scale score increased slightly to approximately 641. In 2007-08 the scores increased significantly, reaching an average of about 655. The trend of score increases ended in 2008-09 with 8th grade average scale scores dipping to 653. The 8th grade performance in 2009-10 dipped slightly again falling from 653 to approximately 647.

English Language Arts Comparison of Student Performance Trends for ELLs 2006—2010

6th grade ELA:

The data shows the 6th grade on average for the “ELL” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 590. In 2007-08 the average 6th grade scale score increased significantly to 622. In 2008-09 the scores went up reaching about 630. The trend of score increases continued in 2009-10 with 6th grade average scale scores, increasing significantly, reaching a plateau of a 657.

7th grade ELA:

The data shows the 7th grade on average for the “ELL” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07.

In 2006-07 the average scale score was approximately 598. In 2007-08 the average 7th grade scale score increased significantly to an average of approximately 615. In 2008-09 the scores went up significantly again, reaching about 630. The trend of score increases continued in 2009-10, with 7th grade average scores reaching a plateau of an average score of approximately 632 for the ELL subgroup. *It must be noted however that the 7th grade average scale score for ELL students is significantly lower than the College and career ready standard of 672.*

8th grade ELA:

The data shows 8th grade performance, for the “ELL” subgroup, has been inconsistent. In 2005-06 the average scale score was approximately 620. In 2006-07 the average 8th grade scale score fell dramatically, to about 590. In 2007-08 the scale scores increased quite significantly, reaching an average of 630. The upward trend of average scale score increases in 2008-09 with 8th grade average scores increasing to an average of a 638. However, the 8th grade performance gains dipped in 2009-10, once again, falling from 638 to approximately 628.

English Language Arts Comparison of Student Performance Trends for General Education Students 2006—2010

6th grade ELA:

The data shows the 6th “General Education” subgroup has progressed in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 590. There was a significant continuation in the increase of the average 6th grade scale score in 2007-08 to about 650. In 2008-09 the scores went up reaching about 660. By 2010 the average scale scored had reached a new high of approximately 665.

7th grade ELA:

The data shows that 7th grade performance for the “General Education” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 610. By 2006-

07 the average 7th grade scale score increased significantly to about 643. There was a slight uptick in performance in 2007-08 to an average scale score of about 645. In 2008-09 there was a significant uptick in the data, continuing the trend with average scale score increasing to approximately 662. The upward trend did not, however, ended in 2009-10 when the 7th grade average scores dipped to approximately 650.

8th grade ELA:

The data shows that 8th grade performance for the “General Education” subgroups between 2006 and 2010 have been relatively consistent. In 2005-06 the average scale score was approximately 650. By 2006-07 the average 8th grade scale score increased slightly to 655. In 2007-08 the scores increased slightly, reaching a plateau of about 658. The Score increases, however, ended in 2008-09 with 8th grade average scale scores dipping to about 656. The 8th grade performance in 2009-10 dipped slightly again falling from 658 to approximately 650.

English Language Arts Comparison of Student Performance Trends for Special Education 2006—2010

6th grade ELA:

The data shows that the 6th grade on average for the “Special Education Students” subgroup has progressed consistently and significantly in their ELA performance beginning in 2007-08. In 2007-08 the average 6th grade scale score was 600. In 2008-09 the scores went up reaching about 615. The trend of score increases continued 2009-10 with 6th grade average scores reaching a plateau of a approximately 650.

7th grade ELA:

The data shows that the 7th grade on average for the “Special Education Students” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07.

In 2006-07 the average scale score was approximately 570. In 2007-08 the average 7th grade scale score increased significantly to an average of approximately 597. In 2008-09 the scores went up significantly once again, reaching about 625. The trend of scale score remained static in 2009-10.

8th grade ELA:

The data shows that 8th grade performance for the “Special Education” subgroup, between 2006 and 2010 have been inconsistent. In 2005-06 the average scale score was approximately 600. In 2006-07 the average 8th grade scale score fell dramatically, to 575. In 2007-08 the scale scores increased quite significantly, reaching an average of 620. The upward trend of score increases in 2008-09 with 8th grade average scores increasing to an average of a 634. However, the 8th grade performance gains 2009-10 dipped once again falling from 634 to approximately 630.

Mathematics Comparison of Student Performance Trends for All Students 2006—2010

6th grade Math:

The data shows that the 6th grade on average scale score for the “All Students” subgroup has progressed consistently in their Mathematics performance beginning in 2005-06 with a slight decrease in 2010 . In 2005-06 the general education population’s average scale score was approximately 638. In 2006-07 the average 6th grade scale score increased a bit, to approximately 642. In 2007-08 the scores went up significantly reaching about 678. The trend of score increases continued in 2008-09 with an average scale score of 680. In 2009-10 with 6th grade average scores dipped to 678.

7th grade Math:

The data shows that 7th grade performance for the “All Students” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 630. By 2006-07 the average 7th grade scale score increased significantly to 670. In 2007-08 there was a slight uptick in the data remained static at 670. The trend continued once again in 2008-09, with 7th grade average scores reaching a plateau of a approximately 675. The 7th grade performance in 2009-10 dipped significantly falling from 675 to approximately 650.

8th grade Math:

The data shows that 8th grade performance for the “All Students” subgroups between 2006 and 2010 increased and then dipped. In 2005-06 the average scale score was approximately 658. By 2006-07 the average 8th grade scale score increased slightly to 661. In 2007-08 the scores increased again, reaching an average of about 665. The trend of score increases ended in 2008-09 with 8th grade average scale scores dipping to 660. The 8th grade performance in 2009-10 dipped with some significance, falling from 660 to approximately 650.

Mathematics Comparison of Student Performance Trends for ELLs 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “ELL” subgroup had progressed consistently and significantly in their mathematics performance, then dipped. In 2006-07 the average scale score was approximately 610. In 2007-08 the average 6th grade scale score increased significantly to about 670. In 2008-09 the scores stayed relatively the same reaching about 670 again. In 2009-10 the mathematics scores dipped to 660.

7th grade Math:

The data shows that the 7th graders, in “ELL” subgroup, have progressed inconsistently in their mathematics performance beginning in 2006-07. In 2006-07 the average scale score was approximately 620. In 2007-08 the average 7th grade scale score increased dramatically to an average of approximately 655. In 2008-09 the scores dipping scores were relatively significant, to about 640. The trend of score inconsistency continued in 2009-10, with 7th grade average scale scores increasing again to approximately 650.

8th grade Math:

The data shows the 8th grade, “ELL” subgroup, has progressed inconsistently in their mathematics performance beginning in 2006-07. In 2005-06 the average scale score was approximately 630. In 2006-07 the average 8th grade scale score fell somewhat significantly, to 620. In 2007-08 the scale scores increased quite significantly, reaching an average of 645. The increases in scale scores ended in 2008-09 with the 8th grade average scale score dipping to 638. The average scale score dipped again in 2009-10 falling from 638 to approximately 628.

Mathematics Comparison of Student Performance Trends for General Education Students 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “General Education” subgroup has progressed consistently in their mathematics performance beginning in 2005-06 with dip in 2010. In 2005-06 the average scale score was approximately 638. In 2006-07 the average 6th grade scale score increased significantly to 645. In 2007-08 the average scale scores went up significantly reaching about 680. In 2008-09 the upward trend in math scores continued again with an average score of 682. Last year, however, the upward trend ended as our 6th grade scores dipped to approximately 680 again.

7th grade Math:

The data shows that 7th grade performance for the “General Education” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 628. By 2006-07 the average 6th grade scale score increased significantly to 670. In 2007-08 the average scale score was static at 670. Once again in 2008-09 the average scale score increased to 678. Finally, though, the scores took a significant dip in 2009-10 to approximately 655.

8th grade Math:

The data shows that 8th grade performance for the “General Education” subgroups between 2006 and 2010 have been relatively consistent with a dip in 2010. In 2005-06 the average scale score was approximately 660. By 2006-07 the average 8th grade scale score increased slightly to 665. In 2007-08 the average scale score was static at 665. The Score increases, however, ended in 2008-09 with 8th grade average scale scores dipping to 660. The 8th grade performance in 2009-10 dipped slightly again falling from 660 to approximately 655.

Mathematics Comparison of Student Performance Trends for Special Education 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “Special Education Students” subgroup has decreased consistently and significantly in their mathematics performance beginning in 2007-08. In 2007-08 the average 6th grade scale score was 657. In 2008-09 the scores went down significantly reaching about 635. The trend of average scale score decrease continued 2009-10 with 6th grade average scores reaching a plateau of approximately 618.

7th grade Math:

The data shows that the 7th grade on average for the “Special Education Students” subgroup has decreased its performance significantly beginning in 2008-09. In 2006-07 the average scale score was approximately 636. In 2007-08 the average 7th grade scale score increased slightly to an average of approximately 638. In 2008-09 the scores went down significantly, reaching about 600. The scale score decreases continued in 2009-10 to an average of 590.

8th grade Math:

The data shows that 8th grade performance for the “Special Education” subgroup, between 2006 and 2010 have been inconsistent. In 2005-06 the average scale score was approximately 617. In 2006-07 the average 8th grade scale score fell dramatically, to about 610. In 2007-08 the scale scores increased quite significantly, reaching an average of about 630. The upward trend of average scale score ended in 2008-09 with 8th grade average scores decreasing to approximately 600. However, the 8th grade performance gains 2009-10 increased once again moving from 600 to approximately 620.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> Goal # 1: By June 2011 an additional 20% of students in all subgroups will reach level 3 or 4, as measured by the New York State ELA exam and the NYSED School Accountability Report. <input type="checkbox"/>	<input type="checkbox"/> Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by content, process and product. As a result, student engagement has increased. We expect to see a substantial increase in performance and progress this spring. A team of teachers attended network training, with CFN 208, in Cluster 2, on the Common Core State Standards. All teachers have received similar training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric

development and looking at student work.



Goal #2: By June 2011 an additional 20% of the students with disabilities Cohort will move to level 3 or 4 on the NY State ELA exam as measured by the NYSED School Accountability Report.



Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by content, process and product. As a result, student engagement has increased. We expect to see a substantial increase in performance and progress this spring. A team of teachers attended network training, with CFN

	<p>208, in Cluster 2, on the Common Core State Standards. All teachers have received similar training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric development and looking at student work.</p>
<p><input type="checkbox"/> Goal # 3: By June 2011, an additional 20% of ELL students tested in ELA will reach a level 3 or 4 on the New York State exam as measured by the NYSED School Accountability Report.</p>	<p><input type="checkbox"/> Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by</p>

	<p>content, process and product. As a result, student engagement has increased. We expect to see a substantial increase in performance and progress this spring. Our ELL compliance and instructional specialist has attend network training on oral language production and reciprocal teaching techniques for ELL. In addition, professional development on differentiation for ELL students in the content area has been provided. A team of teachers attended network training, with CFN 208, in Cluster 2, on the Common Core State Standards. All teachers have received similar training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric development and looking at student work.</p>
<p><input type="checkbox"/> Goal #4: By June 2011, an additional 20% of all black students will reach levels 3 or 4 on the New York State ELA exam, as measured by the New York State Accountability Report.</p>	<p><input type="checkbox"/></p> <p>Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by content, process and product. As a result,</p>

	<p>student engagement has increased. We expect to see a substantial increase in performance and progress this spring. A team of teachers attended network training, with CFN 208, in Cluster 2, on the Common Core State Standards. All teachers have received similar training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric development and looking at student work.</p>
<p><input type="checkbox"/> Goal# 5: By June 2011, an additional, 20% of all Hispanic students will score in levels 3 or 4 on the New York State ELA exam as measured by the NYSED School Accountability Report.</p>	<p><input type="checkbox"/></p> <p>Based on our most current student data, including items skill analysis, we are targeting our students in ELA through differentiated instruction and tasks. Teachers have received training on differentiation by content, process and product. As a result, student engagement has increased. We expect to see a substantial increase in performance and progress this spring. A team of teachers attended network training, with CFN 208, in Cluster 2, on the Common Core State Standards. All teachers have received similar</p>

	<p>training at the school level and are beginning to internalize the standards and will do preliminary planning of units. Teachers have had ongoing professional development on differentiated instruction, rubric development and looking at student work.</p>
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SECTION VI: ACTION PLAN

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

Subject Area **English Language Arts for All**
(where relevant) : **Students**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Gaol # 1: By June 2011 an additional 20% of students in all subgroups will reach level 3 or 4, as measured by the New York State ELA exam and the NYSED School Accountability Report.</p> <p><input type="checkbox"/></p>
<p>Action Plan <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><input type="checkbox"/></p> <p>Teachers will receive training on analyzing data to target struggling students. Teachers will revise/create rubrics aligned to the standards and common assessment work. Staff member will engage in classroom inter-visitation to share best practices. Best practices around literacy in all content areas will be discussed during teacher team meetings and replicated in classrooms. Professional Development on differentiated instruction based on content, process and product will be provided to meet the needs of multi-level students. Guidance Counselor will be assigned to students to meet once a week to ensure attendance and academic interventions such as, Failure Free, Liberty Learning Lab and Brienza.</p> <p><u>Target Population(s)</u> : All teachers with a focus on content area teachers and teachers servicing ELLS and SWDs.</p> <p>Responsible Staff: principal, teacher teams, CFN trainers, lead teachers</p>

	<p><u>Timelines:</u> September 2010—June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teacher teams will evaluate baseline data from multiple data sources Teachers will share teacher assessment notebooks and how they are monitoring the progress of students and the implementation of the CCSS Quarterly evaluation of Acuity and Scantron student data including DYOs geared to the CCSS Teachers will evaluate student progress using multiple data sources including other content area data and discuss results at teacher team meetings End term: teacher teams will evaluate the process and efficacy of their data collection and discuss modifications for future terms</p> <hr/> <p style="text-align: center;">Analysis of student assessment data using Acuity Teachers will share teacher assessment notebooks and how they are monitoring the progress of students and the implementation of the CCSS</p> <p>Projected Gains: Projected gains will be determined through quantitative and qualitative data (instructional rounds, looking at student work and instructional tasks) to determine progress towards achieving the annual goal. The expectation is that by each check point (interval of periodic review) at least one quarter of the unit of study for each content area would be revised or developed to increase alignment with the Common Core State Standards so that by the end of the school year student each department will have developed one unit of study that is aligned to the common core standards.</p> <p>Intervals of Periodic Review: Quarterly</p>

	<p>Mid-October 2010: AQUIY will be administered and interim assessment results will be shared with teams of teachers for to be better informed in preparation for the development of Unit of Study based on CCSS.</p> <p>Early December 2010: The second interim assessment will be administered and interim data assessment results including looking as students work will be used to conduct a skills analysis and examine student work in order to be informed as to how the Units of Study should be developed based on the needs of our student population including SWDs and ELLS for closer alignment with the common core standards.</p> <p>Mid January 2011: The next assessment and AQUIY will be administered and interim assessment results will be shared with all teachers who will continue to look at data and student work to develop units of study based on the needs of our student population and the common core standards.</p> <p>March 2011: Data from the fourth interim assessment will be used to continue to inform the creation of Units of Study differentiated with scaffolds for SWDs and ELLs and closer alignment with the common core standards.</p> <p>Mid-April 2011: The preliminary final assessment will be based on qualitative and quantitative data including looking at student work and AQUIY and will inform an analysis of the progress towards the achievement of the annual goal with the future development of curriculum maps aligned to the common core standards and implications/next steps for 2011- 2012 school year.</p> <p>Projected Gains: 2% per quarter per subgroup.</p>
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**Subject Area
(where relevant) :**

**English Language Arts for Students
With Dissabilities**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<input type="checkbox"/>
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	<p>Goal #2: By June 2011 an additional 20% of the students with disabilities Cohort will move to level 3 or 4 on the NY State ELA exam as measured by the NYSED School Accountability Report.</p>
<p>Action Plan <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><input type="checkbox"/></p> <ul style="list-style-type: none"> · <i>Teachers will receive training on differentiating instruction for Students with Disabilities.</i> · <i>Teachers will use formative assessments to assess mastery of the learning standards and to focus on the IEP goals.</i> · <i>Teacher Teams for students with disabilities will meet weekly to analyze formative assessments and revise their curriculum maps to deliver differentiated instruction at various levels.</i> · <i>Training will be provided to teachers on the task specific rubrics aligned to the standards.</i> · <i>Guidance Counselors will be assigned to SWD's to meet once a week to ensure attendance in academic intervention programs, Brienza, Failure Free Reading, Education Learning LAB and Zero Hour and to get updated information based</i> · <i>Special Education Teachers will develop conferring schedule to target the mastery of learning standards, listening, reading and writing.</i> <p><u>Target Population(s)</u> : <i>All teachers who instruct ELLs and SWDs including content area teachers and teachers</i> Responsible Staff: Teacher teams, lead teachers <u>timelines</u>: September 2010—June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I Tax Levy<input type="checkbox"/></p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> baseline data from multiple data sources Teachers will share teacher assessment notebooks and how they are charting the progress of SWD Quarterly evaluation of Acuity and Scantron data for SWDs Teachers will re-evaluate student progress using multiple data sources, including all content area data, and discuss the results as they apply to ELL and SWD students, at teacher team meetings</p> <ul style="list-style-type: none"> • End term: teacher teams will evaluate the process of data collection for SWDs and discuss revisions of this process for future terms <p>Projected Gains: 2% per subgroup, per quarter</p>
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Subject Area (where relevant) : English Language Arts English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 3: By June 2011, an additional 20% of ELL students tested in ELA will reach a level 3 or 4 on the New York State exam as measured by the NYSED School Accountability Report.</p>
<p>Action Plan <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><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Identify ELL students who scored a level 2 on the 2009-2010 ELA exam. • Identify skills that individual students need in remediation based on the 2009-2010 itemized skills analysis report. • Teacher teams will plan and implement differentiated lessons across content areas incorporating the skills in need to practice on a regular basis. • Use regular formative assessments to monitor skills in need based on standards based learning rubrics • After school programs specifically designed for ELLs, Project Adelante and RIGOR,

	<p>allow for teachers to continue to focus on these skills through a more individualized setting incorporating different learning styles.</p> <p><u>Responsible Staff:</u> principal, teacher teams, CFN trainers, lead teachers, students <u>Target Population:</u> <i>all teachers and students</i></p> <p><u>Timelines:</u> September 2010-June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teacher teams will evaluate baseline and formative assessment data from multiple data sources Teachers will share teacher assessment notebooks and how they are charting the progress of ELL and level 1 and 2 students</p> <p>Quarterly evaluation of Acuity and formative Assessment for ELLs. Teachers will re-evaluate student progress using multiple data sources, including all content area data, and discuss the results as they apply to ELL students, at teacher team meetings End term: teacher teams will evaluate the process of data collection for ELLs and discuss revisions of this process for future terms.</p> <p>Projected Gains: 2% per quarter, per subgroup.</p>

Subject Area
(where relevant) :

English Language Arts for Black
Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #4: By June 2011, an additional 20% of all black students will reach levels 3 or 4 on the New York State ELA exam, as measured by the New York State Accountability Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Training will be provided to teachers to create, develop and revise task specific rubrics aligned to the standards and common assessments. Formative assessments will be used to assess students mastery levels of the learning standards. P.D. on differentiated instruction will be conducted to support teachers in the different phases of the implementation process. Teacher Teams will meet weekly to analyze and revise formative assessment techniques and strategies in order to address students learning needs. Teacher Teams will develop units of study that address cross curriculum goals and tiered instruction. Guidance Counselors will be assigned to students to meet once per week to address attendance and academic intervention options (Brienza, Liberty Learning, Failure Free, Zero Hour etc.)</p> <p><u>Target Population(s)</u> : All teachers.</p> <p><u>Responsible Staff:</u> principal, teacher teams, lead teachers</p> <p><u>Timelines:</u> September 2010-June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Title I Tax Levy</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> baseline data from multiple data sources Teachers will share teacher assessment notebooks and how they are charting the progress of students ELL, SWD, level 1 and low level 2 students Quarterly evaluation of Acuity and Scantron data Teachers will evaluate student progress using multiple data sources and discuss results at teacher team meetings</p> <ul style="list-style-type: none"> • End term: teacher teams will evaluate the process of data collection and discuss revisions for future terms <p>Projected Gains: 2% per quarter per subgroup.</p>
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Subject Area
(when relevant) :

English Language Arts for Hispanic Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal# 5: By June 2011, an additional, 20% of all Hispanic students will score in levels 3 or 4 on the New York State ELA exam as measured by the NYSED School Accountability Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Identify students who are Hispanic who achieved level 2 on the 2009-2010 NYS EA exam and chart students in descending order according to their scale score and performance level. Identify all students itemized skills analysis and communicate information to ELA teacher, before and after schoolteacher and Saturday schoolteacher. Create a plan that targets the skills that fall under the cut score of 50% and ensure that ELA teachers embed skills into their daily instruction as well as before and after school teacher. Professional development on differentiating instruction based on content, process, and product to meet the needs of multi-level students. ELA teacher will create a conferring schedule for each students meeting with them once a week to assess mastering of the learning standards in reading and writing and listening. Guidance counselor will be assigned to student to meet with student once a week to ensure attendance in academic intervention programs such as Zero Hour, Adelante, Brienza, Liberty Learning, failure free learning and Saturday success academy.</p>

	<p><u>Target Population(s)</u> : All teachers with a focus on content area teachers and teachers servicing ELLS and SWDs.</p> <p>Responsible Staff: principal, teachers, and lead teachers</p> <p>Timelines: September 2010—June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>baseline data from multiple data sources Teachers will share teacher assessment notebooks and how they are charting the progress of students ELL, SWD, level 1 and low level 2 students Quarterly evaluation of Acuity and Scantron data Teachers will evaluate student progress using multiple data sources and discuss results at teacher team meetings End term: teacher teams will evaluate the process of data collection and discuss revisions for future terms</p> <p><i>Projected Gains: 2% per quarter per subgroup.</i></p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	117	104	117	117				
7	107	103	107	107				
8	131	111	131	131				
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<input type="checkbox"/> Zero Hour, Extended Day, Liberty Learning Lab, Failure Free Reading, Brianza, Adelante, Wilson, Beacon. All programs are provided to level 1 and 2 students. Programs utilize materials that focus on skills building. ELA Academic Intervention Service providers utilize data analysis and formative assessment to inform instruction. Teachers utilize Items Skills Analysis based the State ELA and interim assessments, as well as teacher created formal and informal interim assessments. Homogeneous and flexible grouping is used on an as needed basis. AIS for ELL students is provided based on ELL Data Compliance Reports. Students are tutored in small groups: two groups of students in the bilingual department, and for one group of long-term ELLs, one-on-one, as needed.
Mathematics:	<input type="checkbox"/> Zero Hour, Extended Day, Liberty Learning Lab, Brianza, Beacon, Adelante, 21st Century. Zero Hour, Extended Day, Liberty Learning Lab, Failure Free Reading, Brianza, Adelante, Wilson, Beacon. All programs are provided to level 1 and 2 students. Programs utilize materials that focus on skills building. mathematic Academic Intervention Service providers utilize data analysis and formative assessment to inform instruction. Teachers utilize Items Skills Analysis based the State mathematic and interim assessments as well as teacher created formal and informal interim assessments. Homogeneous and flexible grouping is used on an as needed basis.
Science:	<input type="checkbox"/> Zero Hour, Extended Day, Liberty Learning Lab, Failure Free, Brianza, Adelante. All programs are provided to level 1 and 2 students. Programs utilize materials that focus on skills building. Science academic Intervention Service providers utilize data analysis and formative assessment to inform instrucion. Teachers utilize Items Skills Analysis based the State science and interim assessments as well as teacher created formal and informal interim assessments. Homogeneous and flexible grouping is used on an as needed basis.
Social Studies:	<input type="checkbox"/> Zero Hour, Extended Day, Liberty Learning Lab, Brianza, Adelante. All programs are provided to level 1 and 2 students. Programs utilize materials that focus on skills building. Academic Intervention Services during the school day in mathematics utilizes a data analysis and formative assessment model. Teachers utilize Items Skills Analysis based the classroom social studies exams and formative teacher created formal and informal interim assessments. Homogeneous and flexible grouping is used for AIS on an as needed basis.

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> One to one counseling; group counseling, and workshops are at times provided by outside agency referrals. The role of our in-house, at-risk guidance counselors is to use guidance strategies to improve students' academic skills. Services are provided to all Level 1 and 2 students in all subgroups. Guidance counselors discuss with students: test scores, report cards, classwork, homework, projects, student strengths and weaknesses, problems, absenteeism, truancy, conduct, family issues. Students are referred after suspensions and some are seen as a measure for the school to be proactive. At-risk guidance counselors also help the students set realistic goals in all the aforementioned areas to implement strategies for students to self monitor and evaluate their progress. Various strategies, such as: study skills building, overcoming obstacles, conflict resolution, resiliency training, social skills work, grief counseling etc., are used to improve student behavior and academic abilities.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> One to one counseling; group counseling, testing referral at times are done to outside agencies. Psychological services are being provided to approximately four students. In addition the at-risk services provide individual counseling, meetings with parents when requested where the psychologist discusses student Functional Behavior Assessments and Behavior Intervention Plans.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> One to one Counseling; group counseling, testing referral to outside agencies.
At-risk Health-related Services:	<input type="checkbox"/> Eye and hearing screening, health agencies referral, immunization.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6, 7, 8

Number of Students to be Served:

LEP 30

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

Our Title III program, Project ADELANTE: Success in the Content Areas, addresses the needs of our English Language Learners and the NCLB mandates of success in the content areas and testing in math, science, social studies, English, and NLA: Spanish. There is an instructional component of supplementary services provided in twice weekly, two hour, after-school classes. The classes meet on Monday and Wednesday, from 3:10 to 5:10. The time line is from October 2010 to May 2011. The classes are taught by experienced, content area teachers who are Highly Qualified in science, social studies, mathematics, Spanish or English as a Second Language. Professional salaries are for 2 teachers to work 38 sessions for 2 hours. The classes are in mathematics, science and social studies with an ESL (English as a Second Language) and NLA (native language arts) component. Our project involves 30 students in grades 6, 7, and 8 with approximately 10 students from each grade and there are two groups: a beginners group and an intermediate/advanced group. The beginners will have the support of the native language, Spanish, with an emphasis of acquisition of English, with ESL support for those students of other than English or Spanish, e.g., Arabic. The intermediate and advanced students will be instructed in English. These students are highly motivated to achieve and want extra help in order to properly prepare for the many exams they will take, as well as to excel in their content area studies while improving their English and Spanish skills. Students were identified by the NYSESLAT, ARIS data, New York State exam scores, and by teacher recommendation. The groups are small and individual attention is given. As the program meets from October to May, the first half, from October to January stresses ESL, ELA and mathematics and the second half, February to May works on specific strategies for ESL and NYSESLAT prep, mathematics, native language arts, science and social studies. This is a complement and supplemental to the basic mandated services our ELLs receive during the academic school day.

Teachers in the program will provide a pre-test; there will be an informal mid- year assessment and a final, post-test. There will be ongoing cooperation and congruence among the staff in Project Adelante. This will be used to determine success and the impact of the support for our English Language Learners.

The Bilingual/ESL Department has many opportunities for interaction, data review, and planning. The monthly morning planning session meets in the Principal's office and is led by our departmental Assistant Principal with the assistance of the Bilingual/ESL Coordinator. If it becomes necessary, we will alternate sessions between the morning session and an after-school session if the teachers are unable to attend the a.m. sessions. The Bilingual/ESL Coordinator meets with the subject area teachers of mainstream ELL teachers as well. Our math coach and literacy coach work closely with all the members of the Bilingual and ESL Department. We participate in school-wide, borough, city, state, and many other conferences which offer additional professional development.

Our budget narrative includes the purchase of supplies and materials. We will purchase high quality supplementary materials including the Pearson Longman Picture Dictionary Workbook which has content area vocabulary and continue to use Social Studies materials from Thomson-Heinle "Inside the News," and "Rethinking America," which have excellent S.S. activities, and "Building Bridges," books 2 and 3, which incorporate Science and Mathematics, and other materials to be determined for the 2010-2011 school year. These excellent materials will be used in our Title III program. Supplies include folders for portfolios, chart paper, markers, highlighters, materials for

projects, pens, overhead transparencies, construction paper, post-it notes and other materials necessary for the Title III staff to implement our program.

The parent component is an integral part of our Title III program. We will have two Saturday Parent Academy Workshops which include 2 teachers at 2 sessions for 2 hours. These sessions will be in January and May. Sample workshops might be “MAPPs: Matemáticas y Participación de Padres: Parents and Math,” “Getting Ready for the NYSESLAT and Encouraging Literacy at Home,” “A Successful School Year: This Year and Beyond,” including success in I.S. 296 and high school. Our parents will be in attendance at the New York State Association for Bilingual Education Parent Institute in March of 2011. Parent workshop supplies include chart paper, markers, binders, paperback dictionaries, index card notebooks pens, pencils and any other materials necessary to implement the parent workshop component.

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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The professional development component delivers workshops selected from our professional menu listed below. We have planned for 2 workshops for 5 teachers at 2 hours. We also have an early-bird planning session professional development to be implemented monthly. The Early Bird Staff Development/Interdisciplinary Study Groups and Planning sessions for the Bilingual/ESL Department and Content Area staff are for 4 sessions for 3 teachers at one hour per session. Supplies support the professional development activities. Our menu for possible workshops includes:

- Common Core Standards and Second Language Learners
- Second Language Acquisition and the Workshop Model
- Scaffolding Instruction and the Teaching of Reading for English Language Learners
- Differentiating Instruction in the Multi-level ESL classroom
- Classroom Management and Grouping- Mini lesson/Group/Share
- The State Standards for Our English Language Learners
- Using Time Effectively in the Classroom: Accountable Talk
- Preparing our ELL students for Exams: ELA, STM, NYSESLAT, ELE, SCI., and S.S.
- Administering the NYSESLAT: A Test Sampler
- Read Alouds and the English Language Learner
- Note Taking Skills for Second Language Learners
- Using Data to Drive Instruction for ELLs
- Analysis of the NYSESLAT and Scoring with Rubrics
- English as a Second Language in an Interdisciplinary Approach

Section III. Title III Budget

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School: Halsey Middle School IS 296
BEDS Code: 333200010296

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,302	<input type="checkbox"/> Instruction: 2 teachers for 40 sessions for 2 hours = 160 hours at \$49.89 teacher per session rate with fringe \$ 7982 1 supervisor for 40 sessions for 2 hours = 80 hours at \$54.00 =\$4320 TOTAL: 12302 Professional Development: 2 workshops for 5 teachers at 2 hours at \$ 49.89 = \$998 Early bird staff development/Interdisciplinary study groups 4 sessions for 4 teachers for 1 hour at \$ 49.89 = \$ 798 TOTAL PROFESSIONAL SALARIES = \$1796
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 700	<input type="checkbox"/> Instructional supplies for Title III: Project Adelante for hands-on activities during sessions. Chart paper, portfolios, markers, index card books, construction paper, post-it notes, soft-covered review and supplementary materials, rulers, toner, Pearson-Longman Photo Dictionary of American English Workbooks (20), Economy Magnifier Set (Science), Illuminated Pocket Microscope (Science) and Classroom Measurement and Electromagnetic Set = \$500
Educational Software (Object Code 199)	0	<input type="checkbox"/> None

Travel	0	<input type="checkbox"/> None
Other	\$399	<input type="checkbox"/> <input type="checkbox"/> Saturday Instructional Parent Academy Parent Workshops for 2 teachers for 2 sessions for 2 hours at \$ 49.89 per-sessions including fringe benefits = \$ 399
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Data used to assess our school's written translation and oral interpretation needs include a review of the Home Language Information Survey and ATS data, which will indicate the languages spoken at home. Disaggregated data is also available in our school's Language Allocation Policy document. Our Parent Coordinator will also be consulted as to the needs of Halsey I.S. 296 and translations. Our Parent-Teacher Association will also have input into this process. A school-wide survey can also be sent home with the students as a needs assessment. Requests by staff are immediately addressed which ensures our parents are provided all information in a timely manner in the language they understand.

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 major finding of our needs was to have all parent correspondence translated into Spanish, with a small number of parents needing translation in Haitian Creole and French. We will make use of translations provided by the Department of Education, private services recommended by the DOE or by translators currently on our staff. As many of our teachers speak Spanish, there was a need for a small number of teachers to have Spanish translations for parent-teacher conferences, such as Open School Night. The Department of Education offers a phone-in translation service which may be used. We also have French speaking staff members. We have successfully used the DOE translation unit. Our Open House and Parent assemblies were addressed in Spanish by our principal, bilingual/ESL coordinator and Spanish-speaking and French speaking teachers in the Bilingual/ESL Department

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Halsey I.S. 296 will ensure that Limited English Speaking parents will be provided with a meaningful opportunity to participate in and have access to all programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including school and central office notices, lunch applications, flyers, and parent information in English and Spanish and other identified languages. These services are provided by in-house and school staff providing the translations. For low incidence languages, we will make use of the Language Translation Services on RFP#1B440 from the Department of Education contracts or from our Department of Education.

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

Oral Interpretations will be provided by in-house and school staff as well as parent volunteers. As the majority of our English Language Learners, 96%, speak Spanish, our school has a large number of Spanish speaking teachers and staff, including our Principal, Parent Coordinator, programmer, attendance office personnel, Bilingual/ESL Department teachers, Guidance/SAPIS, gym, lunch, etc. There are staff members who also speak Creole and French.

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>.

The school will fulfill Regulations A-663 which established our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students in a language they understand. This will be fulfilled by translation of all notices, memos, etc. and by oral translations for meetings, conferences and any interaction within the school community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$553,982	44,094	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,540		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,699	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,398	*	

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

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

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

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

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

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

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HALSEY MIDDLE SCHOOL I.S. 296 125 COVERT STREET BROOKLYN, NEW YORK 11207 (718) 574-0288 FAX: (718) 574-1368 "Express For Success" HALSEY MIDDLE SCHOOL IS 296 COMMUNITY SCHOOL DISTRICT #32 TITLE I - PARENTAL INVOLVEMENT POLICY (PIP) STATEMENT AND COMPACT 2010-2011

What is Title I? Title I is the largest federally funded program in K-12 education under Elementary Secondary Education Act (ESEA) of 1965. Reauthorized as the No Child Left Behind Act (NCLB) of 2001 – "Improving the Academic Achievement of the Disadvantaged". The money is intended to improve the quality of education in high-poverty schools and/or give extra help to struggling students. Title I focus is on improving academic achievement of children in schools who come from low-income families and who need extra support to meet challenging academic standards. Schools most frequently provide extra instruction in reading or mathematics, outside regular school hours. Title I can also fund such services as counseling or preschool programs; schools are required to spend some money on parent involvement activities and professional development for teachers and paraprofessionals. Schools can operate "school wide programs," with agreement by the principal, the UFT and the Title 1 parents; using their funding – in combination with other federal funds, if desired – to upgrade the entire school.

Policy: Halsey IS 296 will include Parents in the development of school-level parent involvement activities by:

- Ø Conducting Parent Teacher Conferences, workshops and parent activities.
- Ø Providing progress reports to parents.
- Ø Provide parents with student short and long term academic goals.
- Ø Providing parents with opportunities to observe classes.
- Ø Volunteering services.
- Ø Participating in school decision-making.

Parents will be involved in the planning, implementation, evaluation and continuous improvement of school level program by participating in:

- Ø School Leadership Teams (SLT)
- Ø Small Learning Communities (SLC) Planning Teams
- Ø Comprehensive Educational Plan (CEP)
- Ø Parent Needs Surveys
- Ø Participate in Learning Environment Survey
- Ø Parent and Teachers Association meetings
- Ø Title I meetings
- Ø Parent Complaint Procedures Meetings

Ø To accommodate our parents work schedules our School Leadership Team, Small Learning Communities and Parent and Teachers Association meetings are scheduled in the evening hours and/or on Saturdays with translation available for non-English parents.

Halsey IS 296 will provide Parents with timely information about instructional programs, curriculum, performance standards and assessment instruments by means of:

- Ø Orientations
- Ø School Handbook
- Ø Parent Workshops
- Ø Parent Meetings and Activities
- Ø Parent Newsletter
- Ø Monthly Calendar
- Ø Parent's Bulletin Board
- Ø Monthly Saturday Parent Workshop
- Ø Phone Master
- Ø Mailing
- Ø E-mail
- Ø Backpack

Halsey IS 296 will increase participation of non-English parents by providing communication as follows:

- Ø Through Parent Coordinator
- Ø Department of Education notices
- Ø Notifications in various languages
- Ø Translations during meetings and during school hours
- Ø Interpretation Services
- Ø Interpretation by Phone
- Ø Report cards and transcripts

The School and parents will share responsibility for student performance by:

The school:

- Ø Will provide an academic program that is rigorous and

challenging and provide an accelerated math and science program. Will provide intersession and after-school enrichment programs for students. Will communicate with families on an on-going basis regarding the students' academic progress. Will implement a homework program that emphasis meaningful practice of instructional content and writing in all content areas. Will form and support alliances with parents/guardians in the governance of the school. Will provide parents with student short and long term academic goals. Parents: Will send their children to school appropriately dressed, prepared to learn, and on time. Will encourage their child to do daily reading at home. Will attend at least one Parent Teacher Conference a year to discuss academic progress of their child. Will ensure that their child has completed their homework assignment on a regular basis. Will attend parent meetings and/or workshops to ensure that they can support their child's learning. Will volunteer to assist in the school when possible. Building Capacity- activities for parents and school staff that support strong parental involvement include: Parent Workshops, Parent Association Meetings, Title I Meetings, School Leadership Team Meetings, Orientations, Open House, Staff Development, Open School Afternoon, Open School Night, Social Activities, Parent Clubs Annual Meeting: An annual meeting will be held in October with parents of participating children to discuss the school's Title I program and the types of services provided. The meeting will inform them of their right to be involved in the program and offer opportunities for parent involvement.

 PARENT _____ PRINCIPAL
 _____ STUDENT DATE

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.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

□

In looking at the data from the statistics page online at the New York City Department of Education's website, which includes:

The New York State School Report Card, The New York City Department of Education Progress Report, The New York City Department of Education School Environmental Survey, Quality Review Report—2008 and school contextual data,

We have created a comprehensive needs assessment highlighting our recent performance trends our greatest accomplishments and significant aids and barriers to school's continuous improvement.

English Language Arts Comparison of Student Performance Trends for All Students 2006—2010

6th grade ELA:

The data shows that the 6th grade "All Students" subgroup has progressed consistently in their ELA performance beginning in 2005-06 . In 2005-06 the average scale score was approximately 590. In 2006-07 the average 6th grade scale score was 610. In 2007-08 the scores went up significantly reaching about 647. The trend of score increases continued in 2008-09 and 2009-10 with 6th grade average scores reaching a plateau of a 665, near the new Common Core Standard College and Career ready standard of 672.

7th grade ELA:

The data shows that 7th grade performance for the "All Students" subgroups between 2006 and 2010 has varied . In 2005-06 the average scale score was approximately 610. By 2006-07 the average 7th grade scale score increased significantly to 642. In 2007-08 there was a slight uptick in the data, continuing the trend with average scale score increasing to 645. The increase in average scale scores continued once again in 2008-09, with 7th grade average scores reaching a plateau of a 660. The 7th grade performance in 2009-10 dipped significantly falling from 660 to approximately 647.

8th grade ELA:

The data shows that 8th grade performance for the "All Students" subgroup, between 2006 and 2010, has been relatively consistent. In 2005-06 the average scale score was approximately 640. By 2006-07 the average 8th grade average scale score increased slightly to approximately 641. In 2007-08 the scores increased significantly, reaching an average of about 655. The trend of score increases ended in

2008-09 with 8th grade average scale scores dipping to 653. The 8th grade performance in 2009-10 dipped slightly again falling from 653 to approximately 647.

English Language Arts Comparison of Student Performance Trends for ELLs 2006—2010

6th grade ELA:

The data shows the 6th grade on average for the “ELL” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 590. In 2007-08 the average 6th grade scale score increased significantly to 622. In 2008-09 the scores went up reaching about 630. The trend of score increases continued in 2009-10 with 6th grade average scale scores, increasing significantly, reaching a plateau of a 657.

7th grade ELA:

The data shows the 7th grade on average for the “ELL” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07.

In 2006-07 the average scale score was approximately 598. In 2007-08 the average 7th grade scale score increased significantly to an average of approximately 615. In 2008-09 the scores went up significantly again, reaching about 630. The trend of score increases continued in 2009-10, with 7th grade average scores reaching a plateau of an average score of approximately 632 for the ELL subgroup. *It must be noted however that the 7th grade average scale score for ELL students is significantly lower than the College and career ready standard of 672.*

8th grade ELA:

The data shows 8th grade performance, for the “ELL” subgroup, has been inconsistent. In 2005-06 the average scale score was approximately 620. In 2006-07 the average 8th grade scale score fell dramatically, to about 590. In 2007-08 the scale scores increased quite significantly, reaching an average of 630. The upward trend of average scale score increases in 2008-09 with 8th grade average scores increasing to an average of a 638. However, the 8th grade performance gains dipped in 2009-10, once again, falling from 638 to approximately 628.

English Language Arts Comparison of Student Performance Trends for General Education Students 2006—2010

6th grade ELA:

The data shows the 6th “General Education” subgroup has progressed in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 590. There was a significant continuation in the increase of the average 6th grade scale score in 2007-08 to about 650. In 2008-09 the scores went up reaching about 660. By 2010 the average scale scored had reached a new high of approximately 665.

7th grade ELA:

The data shows that 7th grade performance for the “General Education” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 610. By 2006-07 the average 7th grade scale score increased significantly to about 643. There was a slight uptick in performance in 2007-08 to an average scale score of about 645. In 2008-09 there was a significant uptick in the data, continuing the trend with average scale score increasing to approximately 662. The upward trend did not, however, ended in 2009-10 when the 7th grade average scores dipped to approximately 650.

8th grade ELA:

The data shows that 8th grade performance for the “General Education” subgroups between 2006 and 2010 have been relatively consistent. In 2005-06 the average scale score was approximately 650. By 2006-07 the average 8th grade scale score increased slightly to 655. In 2007-08 the scores increased slightly, reaching a plateau of about 658. The Score increases, however, ended in 2008-09 with 8th grade average scale scores dipping to about 656. The 8th grade performance in 2009-10 dipped slightly again falling from 658 to approximately 650.

English Language Arts Comparison of Student Performance Trends for Special Education 2006—2010

6th grade ELA:

The data shows that the 6th grade on average for the “Special Education Students” subgroup has progressed consistently and significantly in their ELA performance beginning in 2007-08. In 2007-08 the average 6th grade scale score was 600. In 2008-09 the scores went up reaching about 615. The trend of score increases continued 2009-10 with 6th grade average scores reaching a plateau of a approximately 650.

7th grade ELA:

The data shows that the 7th grade on average for the “Special Education Students” subgroup has progressed consistently and significantly in their ELA performance beginning in 2006-07. In 2006-07 the average scale score was approximately 570. In 2007-08 the average 7th grade scale score increased significantly to an average of approximately 597. In 2008-09 the scores went up significantly once again, reaching about 625. The trend of scale score remained static in 2009-10.

8th grade ELA:

The data shows that 8th grade performance for the “Special Education” subgroup, between 2006 and 2010 have been inconsistent. In 2005-06 the average scale score was approximately 600. In 2006-07 the average 8th grade scale score fell dramatically, to 575. In 2007-

08 the scale scores increased quite significantly, reaching an average of 620. The upward trend of score increases in 2008-09 with 8th grade average scores increasing to an average of a 634. However, the 8th grade performance gains 2009-10 dipped once again falling from 634 to approximately 630.

Mathematics Comparison of Student Performance Trends for All Students 2006—2010

6th grade Math:

The data shows that the 6th grade on average scale score for the “All Students” subgroup has progressed consistently in their Mathematics performance beginning in 2005-06 with a slight decrease in 2010 . In 2005-06 the general education population’s average scale score was approximately 638. In 2006-07 the average 6th grade scale score increased a bit, to approximately 642. In 2007-08 the scores went up significantly reaching about 678. The trend of score increases continued in 2008-09 with an average scale score of 680. In 2009-10 with 6th grade average scores dipped to 678.

7th grade Math:

The data shows that 7th grade performance for the “All Students” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 630. By 2006-07 the average 7th grade scale score increased significantly to 670. In 2007-08 there was a slight uptick in the data remained static at 670. The trend continued once again in 2008-09, with 7th grade average scores reaching a plateau of a approximately 675. The 7th grade performance in 2009-10 dipped significantly falling from 675 to approximately 650.

8th grade Math:

The data shows that 8th grade performance for the “All Students” subgroups between 2006 and 2010 increased and then dipped. In 2005-06 the average scale score was approximately 658. By 2006-07 the average 8th grade scale score increased slightly to 661. In 2007-08 the scores increased again, reaching an average of about 665. The trend of score increases ended in 2008-09 with 8th grade average scale scores dipping to 660. The 8th grade performance in 2009-10 dipped with some significance, falling from 660 to approximately 650.

Mathematics Comparison of Student Performance Trends for ELLs 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “ELL” subgroup had progressed consistently and significantly in their mathematics performance, then dipped. In 2006-07 the average scale score was approximately 610. In 2007-08 the average 6th grade scale score increased significantly to about 670. In 2008-09 the scores stayed relatively the same reaching about 670 again. In 2009-10 the mathematics scores dipped to 660.

7th grade Math:

The data shows that the 7th graders, in “ELL” subgroup, have progressed inconsistently in their mathematics performance beginning in 2006-07. In 2006-07 the average scale score was approximately 620. In 2007-08 the average 7th grade scale score increased dramatically to an average of approximately 655. In 2008-09 the scores dipping scores were relatively significant, to about 640. The trend of score inconsistency continued in 2009-10, with 7th grade average scale scores increasing again to approximately 650.

8th grade Math:

The data shows the 8th grade, “ELL” subgroup, has progressed inconsistently in their mathematics performance beginning in 2006-07. In 2005-06 the average scale score was approximately 630. In 2006-07 the average 8th grade scale score fell somewhat significantly, to 620. In 2007-08 the scale scores increased quite significantly, reaching an average of 645. The increases in scale scores ended in 2008-09 with the 8th grade average scale score dipping to 638. The average scale score dipped again in 2009-10 falling from 638 to approximately 628.

Mathematics Comparison of Student Performance Trends for General Education Students 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “General Education” subgroup has progressed consistently in their mathematics performance beginning in 2005-06 with dip in 2010. In 2005-06 the average scale score was approximately 638. In 2006-07 the average 6th grade scale score increased significantly to 645. In 2007-08 the average scale scores went up significantly reaching about 680. In 2008-09 the upward trend in math scores continued again with an average score of 682. Last year, however, the upward trend ended as our 6th grade scores dipped to approximately 680 again.

7th grade Math:

The data shows that 7th grade performance for the “General Education” subgroups between 2006 and 2010 have varied . In 2005-06 the average scale score was approximately 628. By 2006-07 the average 6th grade scale score increased significantly to 670. In 2007-08 the average scale score was static at 670. Once again in 2008-09 the average scale score increased to 678. Finally, though, the scores took a significant dip in 2009-10 to approximately 655.

8th grade Math:

The data shows that 8th grade performance for the “General Education” subgroups between 2006 and 2010 have been relatively consistent with a dip in 2010. In 2005-06 the average scale score was approximately 660. By 2006-07 the average 8th grade scale score

increased slightly to 665. In 2007-08 the average scale score was static at 665. The Score increases, however, ended in 2008-09 with 8th grade average scale scores dipping to 660. The 8th grade performance in 2009-10 dipped slightly again falling from 660 to approximately 655.

Mathematics Comparison of Student Performance Trends for Special Education 2006—2010

6th grade Math:

The data shows that the 6th grade on average for the “Special Education Students” subgroup has decreased consistently and significantly in their mathematics performance beginning in 2007-08. In 2007-08 the average 6th grade scale score was 657. In 2008-09 the scores went down significantly reaching about 635. The trend of average scale score decrease continued 2009-10 with 6th grade average scores reaching a plateau of approximately 618.

7th grade Math:

The data shows that the 7th grade on average for the “Special Education Students” subgroup has decreased its performance significantly beginning in 2008-09. In 2006-07 the average scale score was approximately 636. In 2007-08 the average 7th grade scale score increased slightly to an average of approximately 638. In 2008-09 the scores went down significantly, reaching about 600. The scale score decreases continued in 2009-10 to an average of 590.

8th grade Math:

The data shows that 8th grade performance for the “Special Education” subgroup, between 2006 and 2010 have been inconsistent. In 2005-06 the average scale score was approximately 617. In 2006-07 the average 8th grade scale score fell dramatically, to about 610. In 2007-08 the scale scores increased quite significantly, reaching an average of about 630. The upward trend of average scale score ended in 2008-09 with 8th grade average scores decreasing to approximately 600. However, the 8th grade performance gains 2009-10 increased once again moving from 600 to approximately 620.

2. Schoolwide reform strategies that:

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

Zero Hour, SES, F Status Teacher is provided to help students close the achievement gap.

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.

Zero Hour including also Saturday Programs and Summer School.

- o Help provide an enriched and accelerated curriculum.
 - School provides Honor program that accelerates curriculum and prepares students for advanced High School work.
- o Meet the educational needs of historically underserved populations.
 - F status teacher is employed to help students who historically underserved.
- 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.
 - Students who are low achievers and academically at risk are provided opportunities before during and after school day to receive additional time and support.
- o Are consistent with and are designed to implement State and local improvement, if any.
 - Yes, schoolwide programs are aligned with common core state standards in Math and ELA and state standards in Science and Social Studies.

3. Instruction by highly qualified staff.

- 100% of our teachers 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.

- Professional development is provided by Administration and Lead teachers and CFN Network 208

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

- School Administration attends all New Teacher hiring fairs.

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

- Guidance counselors and Parent Coordinator provide workshops during the school and after school as well as on weekends to parents.

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.

Administration and teachers work closely to develop common assessments to be used schoolwide.

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.

Zero Hour, Extended Day session, F status teacher.

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.

School Leadership team oversees services and programs provided by Federal, State and Local Governments.

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

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title III	Federal	Yes			24,497	True	Goals 1,2,3,4 and 5.
Title I, Part A (Basic)	Federal	Yes			Projected \$64,000	True	Goals 1,2,3,4 and 5

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

IS 296 uses Zero hour, extended day, libert learning lab, failure freee reading, Brianza, Adelante Wilson, Beacon, Rigor, 21st Century, SETTS

2. Ensure that planning for students served under this program is incorporated into existing school planning.

The way we insure that planning for student services is incorporated into existing school plan by:

1. By using teachers that are familiar with best practices to provide instruction in these programs.

2. Program Directos meet with Principal to discuss benchmarks and student progress.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Zero Hour, and extened time.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Opportunities for project based learning and curricula to the common core standards.

c. Minimize removing children from the regular classroom during regular school hours;

IS 296 minimizes student removal from regular classrooms through intervention guidance, deans and AP's.

4. Coordinate with and support the regular educational program;

Guidance Counselors and support staff extend educational oppourtunities that are alligned to schools curriculum and high expectations.

5. Provide instruction by highly qualified teachers;

Yes, 100% qualified teachers provide instruction to our students.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

All teachers and support staff receive professional development in house as well as CFN Network 208.

7. Provide strategies to increase parental involvement; and

Our school uses multiple strategies including school messenger and Parent letters and workshops.

8. Coordinate and integrate Federal, State and local services and programs.

The school Leadership Team oversees the implementation of all programs and ensures that programs reach students in need.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: Restructuring (Advanced)
 - Focused **SURR PHASE / GROUP (IF APPLICABLE):** N/A
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Halsey IS 296 was identified as not making AYP for the Limited English Proficient subgroup in ELA on our School Demographics and Accountability snapshot

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Interventions for English Language Learners at Halsey I.S. 296
Improving Linguistic and Academic Performance

Halsey I.S. 296 has implemented many interventions for our English Language Learners in order to improve their linguistic and academic performance.

Our ELLIS computer lab individualizes instruction and assists in literacy and language acquisition. We have received an influx of high quality literacy English as a Second Language materials in all our ESL classrooms.

In particular, the Bilingual/ESL Department has received extensive libraries. These libraries address science, reluctant readers, social studies, the arts, and many other subjects. The books are of the highest interest and quality. We have also received a portable library cart which holds sets of books, as well, and numerous colorful, beautifully illustrated, high interest "Big Books" for our English Language Learners.

Our Academic Intervention Services (AIS) meet during various school days in after-school sessions. They include the following: Title III Project ADELANTE: Success in the Content Areas, SES Programs, the ELL Success Saturday Academy, and Educational Links.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

IS 296 is not Corrective Action. The 10% allocation is used to provide professional development for those teachers who are not highly qualified. In addition, we provide opportunities for our teachers to participate in outside training and opportunities are given to teachers to sign up at NYC Universities.

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

F Status Teacher and Assistant Principals and CFN network provide individual professional development to assist teachers to become better teachers in the implementation of curriculum instruction and Differentiated Instruction. In addition, teachers will participate in a summer institute which focuses on teaching strategies and best practices and differentiated instruction.

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.

IS 296 informs the parents in their native language regarding school in need of improvement. Usually the letter goes out to parents in September and all students in the school receive the letter and the letter is kept for school records, should anyone request to see this letter.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
24
2. Please describe the services you are planning to provide to the STH population. □ IS 296 is working in collobartion with STH Housing DOE employee, to improve student attendance, provide STH with school supplies and school uniform. Provide STH opportunities to participate in all school activities by forfieting montary donations, they receive absence and lateness letters sent to facilitiy. Attendance intervention interview with parents.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
24

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 IS296 provides the students with school supplies, school uniforms and offers opportunities to join different activities that are offered in the school.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_32K296_021611-082520.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2 CFN 208	District 32	School Number 296	School Name Halsey I.S. 296
Principal Maria De Los A. Barreto		Assistant Principal Michael Braster	
Coach		Coach	
Teacher/Subject Area Denise Steele, ESL		Guidance Counselor Dorrit Gilchrist	
Teacher/Subject Area Claudia Shirley, ESL		Parent Chaneen Johnson	
Teacher/Subject Area Normahiram Pérez, Science		Parent Coordinator Carmen Hope	
Related Service Provider		Other Vivian Kahn, ESL	
Network Leader John Omahoney		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	563	Total Number of ELLs	101	ELLs as Share of Total Student Population (%)	17.94%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.)
6. 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.

Halsey I.S. 296 follows the following steps for the initial identification of students who may be entitled English Language Learners. We administer the Home Language Survey (HLIS) which includes the informal oral interview in English and in the native language. The persons responsible for conducting the initial screening are our Guidance Counselors: Ms. Turner, Ms. Bracone and Ms. Gilchrist, our Parent Coordinator, Ms. Carmen Hope, our Pupil Personnel Secretary, Ms. Assunta D'Ambra and our Bilingual/ESL Coordinator, Ms. Denise Steele. Our Bilingual/ESL Coordinator, Ms. Steele is our LAB Coordinator, with the assistance of Ms. Claudia Shirley and Ms. N. Perez. We follow the "New York State LEP Identification Process," which involves (1) screening, (2) initial assessment, (3) program placement, and the (4) annual assessment. The first step is administering the Home Language Questionnaire, the HLIS. If it is determined that the home language is other than English, according to guidelines for the HLIS, an informal interview is conducted in the Native Language and English. If the student speaks a language other than English, or speaks little or no English, and as determined by responses on the HLIS, the LAB (R) (English) is administered. If the student scores Beginning, Intermediate or Advanced Level the student is LEP, an English Language Learner (ELL). We then administer the LAB (Spanish) if the home language is SP The student is placed in our Transitional Bilingual Education Program or our freestanding ESL Program by Parental Choice after filling out the initial questionnaire and program selection. The annual assessment is The New York State English as a Second Language Achievement Test, the NYSESLAT, administered every Spring. The next administration is Spring 2011. Students remain identified as English Language Learners, receive all mandated units of ESL, and participate in our Transitional Bilingual Education Program or Free-Standing English as a Second Language program until they receive a "P" Proficient (Passed) on the latest administration of the NYSESLAT.

Halsey I.S. 296 has specific structures in place to ensure that our parents understand all program choices. At admission, all forms and surveys are available to our parents in translated versions, in our case this school year, in Spanish, French, and Haitian. The initial identification process includes the Parent Survey and Parent Program choice letters. Our program choices of a Transitional Bilingual Education Program (TBE) and Free-standing ESL Program are explained in the language the parent speaks: we have staff members who speak Spanish, French and Creole and we can access the Department of Education's Translation Unit if needed, with translations by phone and/or in writing. Students identified as ELLs, as outlined above, are placed by parental choice. The parent is informed of the results of the LAB (R) and an initial placement letter is sent to the parent. Students sign for these letters and receipts are returned and kept on file. Our Parent Coordinator conducts a Parent Orientation and parent meetings in which she explains parental options and gives a general orientation of our programs. Parent choice is respected and parent choice guidelines are adhered to. In order to communicate with parents the following parental notification letters are used and offered in translated versions: C: Entitlement Letter, D: Parent Survey and Program Selection, E: Non-Entitlement Letter after a Proficient (Pass) on the LAB (R), F: Placement Letter, G: Continued Entitlement Letter, H: Non-Entitlement Transition after first pass/proficient on the NYSESLAT. As stated in this document, if a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has consistently been to choose our Transitional Bilingual Program. For the 2010-2011 School Year we have 61.4% (62 out of 101 ELLs) of our students in our Bilingual Program and 38.6% (39 out of 101 ELLs) in free-standing ESL. This is a slight shift from the past with more students in our Bilingual Program. Last year we had 59.2% Bilingual and 40.8% ESL, the year prior to that 55% Bilingual and 45% free-standing ESL. This current school year we have had many newcomers admitted, 20 students, who participate in our Transitional Bilingual Program. The program models offered at Halsey I.S. 296 are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	2	2					5
Push-In														0
Total	0	0	0	0	0	0	2	3	3	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	9
SIFE	11	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	22

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	56	7		4	1		2			62
Dual Language										0
ESL	9	2	1	10	1	3	20		5	39
Total	65	9	1	14	2	3	22	0	5	101

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	20	27					62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	15	20	27	0	0	0	0	62

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	9	18					37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						1
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	11	10	18	0	0	0	0	39

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Halsey I.S. 296 currently has three Transitional Bilingual Education classes, a grade 6, grade 7, and grade 8 class. These classes are heterogeneous, containing mixed proficiency levels. The organizational model is departmentalized, it is a block program where the class travels together to ESL, Native Language Arts, Social Studies, Science, Mathematics, Physical Education, Talent class such as Music, Dance, and/or Technology classes. There are also five ESL classes for students in the mainstream, not in our TBE, where they receive the mandated

number of periods of ESL determined by their level on the NYSESLAT (we provide 5 periods of ESL and 5 periods of ELA for the LAT Advanced students, and 10 periods of ESL for the LAT Intermediate and Beginning level students). The students are programmed for ESL as one or two of their class periods. The students in the TBE also are programmed for a daily period of NLA: Native Language Arts. This organization ensures that the mandated number of instructional minutes is provided according to the students' proficiency levels in each program model.

The organization of our staff ensures the mandated time is provided according to proficiency levels by grouping for instruction within the grade, providing differentiated instruction, utilizing the CR Part 154 model of TBE beginning students receiving 75% of the lesson in Spanish with 25% in English, moving to 50/50 NLA usage/support and to the goal of more English, as language usage of 25% Native Language to 75% English. Instruction is in English in our free-standing ESL program, native language support is offered when needed.

The content areas in our Transitional Bilingual Education Program are provided in Spanish and English, in our ESL Program instruction in the content areas is in English, with support offered by the ESL teacher, including use of bilingual dictionaries, materials in the native language, and linguistic grouping by levels. For the 2010-2011 school year there is application of the Common Core State Standards for English Language Learners: all students are held to the same high expectations with our ELLs offered additional time (as a test modification, for example), appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. The Common Core State Standards provide rigorous grade level expectations in the 4 language acquisition areas of listening, speaking, reading and writing. For example, in mathematics, ELLs are "capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms - such as objects, drawings, inscriptions, and gestures - as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language." (The National Governors Association Center for Best Practices and the Council of Chief State School Officers).

Halsey I.S. 296's instructional approaches and methods enrich language development and makes content comprehensible for our English Language Learners. We provide the Workshop Model with a Writing Workshop component. Scaffolding offers teacher support for learning through instruction, modeling, questioning, and feedback. Language development is enriched by our stress on the acquisition of academic language, this is provided in all subject areas, utilizing the variation of Native Language Arts and Native Language usage/support across program models. The use of Spanish is greatest with our Newcomers and Beginning NYSESLAT level students, and increases in English during the school year, as well as based on the student's progress in the acquisition of English. Instruction for ELL subgroups is differentiated by the ESL teacher and content area teachers, based on the particular lesson. Data drives the instruction in ESL with the LAT results and Interim Assessments, the LAT Modality Report, providing levels B (Beginning), I (Intermediate), A (Advanced), and the State Mathematics test results (STM) providing data for grouping and addressing student's individual needs. All of the ELLs in our Bilingual Program, who were tested with the Spring 2010 English Language Arts Test, scored a Level 1 or Level 2. Therefore, teacher assessment of skills, and appropriate grouping for instruction, is crucial.

Our plan for SIFE (Students with Interrupted Formal Education) students begins with the identification and screening of students who enter as new entrants to the New York City Public School System, code 58's, with a HLIS (Home Language Information Survey) of a language other than English (OTELE). A thorough review of the HLIS, particularly Part 2 which informs us of prior schooling experience, and parent interview, gives us background information as to how to best assist these students. We currently have 11 identified SIFE students who continue to progress. One student achieved a level 3 on the ELA and level 4 on the Mathematics Exam (STM) as well as "A" Advanced on the NYSESLAT, another a Level 3 in both ELA and STM and "A" on the LAT. 6 out of the 11 scored Intermediate or Advanced on the NYSESLAT. Our SIFE students have received extended day activities with strategies to increase their English Language Proficiency, as in our ELL grant Project RIGOR (which we are currently awaiting funding, budget shows TBD) and our Title III Program, which is outlined in our Title III plan and is called Project ADELANTE: Success in the Content Areas. Our SIFE students also attend our SES Programs. This school year we have a Zero Hour Program, Liberty Learning Labs, Brienza's, Failure Free Reading, Champion, Test Quest, Inc., Bell, Streamline Inc, Ace Tutoring, small group instruction and tutoring at the school level. Since all our SIFE students are still currently entitled ELLs, they are entitled to test modifications, including extended time, special location, use of bilingual glossaries, and translated versions of exams.

Our newcomer ELLs are in the Bilingual Program and receive a small class setting, differentiated instruction, teacher and native language support, and all afore-mentioned interventions. ELLs receiving service for 4 to 6 years attend our ELLIS program, an ESL program with our ESL teacher, Ms. Steele. This computer program is high interest, utilizes technology, and offers instruction and strategies appropriate for those students receiving services 4 to 6 years. Our Long-Term ELLs also attend the ELLIS ESL Program with Ms. Steele, as the materials are differentiated and appropriate for ELA, the NYSESLAT, and age level. Materials from Project RIGOR are used with this population. Long-term ELLs also receive tutoring in a small group setting. Since NCLB now requires ELA testing for ELLs after one year, test taking strategies and skills are incorporated in ELA, ESL, and content area lessons. We have acquired new materials to assist our students in test preparation and skills development. Our ELLs having special needs are programmed according to the Individualized Educational Plan (IEP), have small group instruction and/or are in a Collaborative Teaching (CTT) class. All of our ELL subgroups participate in our SES programs as outlined above.

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

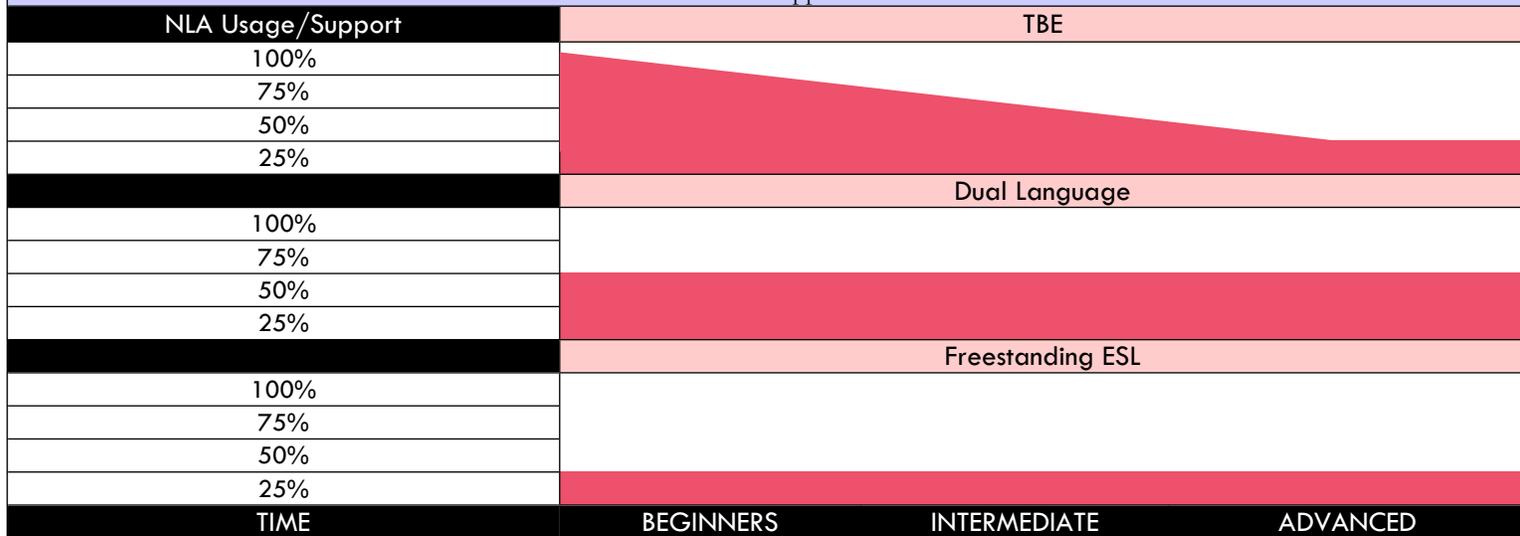
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Halsey I.S. 296 targets intervention programs for ELLs in ELA, math and in the content areas. Our Title III Program, "Project Adelante: Success in the Content Areas," is a program specifically designed to address excellence in mathematics, science, social studies, as well as English and Spanish. There are two groups, one for beginners and the other for those students here four to six years or longer, or advanced on the NYSESLAT. The students have instruction in math, science and social studies, with ELA and NLA support "push-in." We also offer Project RIGOR for our long-term ELLs and are awaiting funding for our ELL Success Grant Saturday Academy. Other intervention programs are our Zero Hour Program, Liberty Learning Lab, Brienza's, Failure Free Reading, Champion, Test Quest, Inc., Bell, Streamline Br. Inc., Ace Tutoring Service as well as school based small group instruction and tutoring. Continuing transitional support for 2 years for ELLs receiving proficiency on the NYSESLAT are support from the ESL teacher and continuation of test modifications for these students: extended time (time and a half), special location, use of bilingual glossaries, and translated versions of tests. If the content area test is not provided in a translated version we hire translators for those specific targeted languages from LIS. Last year we had an Arabic translator, this year, we only have Spanish and Haitian ELLs, for which the test is translated by The New York State Department of Education. We have a French speaking staff member who can work with our one French speaking identified ELL, who is doing well academically with an "A" on the LAT and level 3 on both the ELA and STM.

This school year we have the improvement of how we placed our Transitional Bilingual Education program students by grade, utilizing curriculum maps, and aligning instruction with the Common Core Standards. We now have three bilingual classes and can group by grade in order to align instruction with curriculum. We discontinued our bridge class from last year, as our numbers have substantially increased in our ELLs in the Bilingual Program. ELLs are afforded equal access to all Halsey I.S. 296 programs, they may attend "Talent" periods of band, dance, technology, etc.

Instructional materials support our ELLs, for example, in Social Studies we have One Nation, Many People (Globe) in English and Una Nación, Muchos Pueblos, in Spanish. We have increased the use of technology with SMART Boards in every Bilingual class. We offer technology in the Language Lab program ELLIS with our ESL teacher, Ms. Steele, and, we offer more technology with another intervention, computer class with Mr. Primost.

Native language support is delivered in our Transitional Bilingual Program through the use of Spanish in the content areas, following the guidelines of NLA Usage and Support from a 75/25% model to 25% NL/75% English as our students progress and attain cognitive/academic language proficiency across the curriculum and acquire listening, speaking, reading, and writing skills in L1: Spanish and L2: English. This support is through teacher instruction, group work, differentiated instruction, materials, glossaries, and translated versions of examinations. Our resources and services correspond to our ELLs ages and grade levels. For example, Project RIGOR offers literacy materials of high interest for a student's age and appropriate for the student's level. Curriculum for the specific grade level is supported by texts, materials, resources, curriculum maps, and teacher prepared materials.

In reference to activities in our school to assist newly enrolled ELL students before the beginning of the school year, we implemented Project Jump Start but have found that many of our ELL students enroll when school begins, and shortly thereafter, so our Parent Coordinator now offers a Parent Information Workshop and meets with these newly enrolled students before the beginning of the school year. As a middle school, we get many code 58 admissions, new to the system, and we follow the initial identification, testing and placement regulations. The majority of these students are not enrolled before the school year begins. These students may also meet with the Guidance Counselor, Pupil Personnel Secretary, and Bilingual/ESL Coordinator before the beginning of the academic school year.

As to electives, specifically language electives, we currently only offer Spanish for Native Language Arts or Spanish (as a Second Language) for mainstream students. In the future we might offer other languages, e.g., French, which would then be offered to our ELLs as programming considerations allow.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our professional development plan includes Teacher Teams and team planning and meetings. Professional development Teacher Teams work on imbedding the Common Core Standards into the curriculum, analyzing data and using data to drive instruction, Using Curriculum Maps and setting pacing schedules, planning for differentiated instruction, reviewing and recommending appropriate materials for our ELLs by level, age, interest level, etc., and preparation of materials. The professional development component delivers workshops selected from our professional menu listed below. We have planned for 2 workshops for 5 teachers at 2 hours. We also have an "Early-Bird" Professional Development Program implemented monthly. The Early Bird Staff Development/Interdisciplinary Study Groups and Planning sessions are for the Bilingual/ESL Department and Content Area staff. Our menu for possible workshops includes:

- § Common Core Standards and Second Language Learners
- § Second Language Acquisition and the Workshop Model
- § Scaffolding Instruction and the Teaching of Reading for English Language Learners
- § Differentiating Instruction in the Multi-level ESL classroom
- § Classroom Management and Grouping- Mini lesson/Group/Share
- § Facilitating Social Interaction for our English Language Learners
- § Using Time Effectively in the Classroom: Accountable Talk
- § Preparing our ELL students for Exams: ELA, STM, NYSESLAT, ELE, SCI
- § Administering the NYSESLAT: A Test Sampler
- § Read Alouds and the English Language Learner
- § Note Taking Skills for Second Language Learners
- § Using Data to Drive Instruction for ELLs
- § Analysis of the NYSESLAT and Scoring with Rubrics
- § English as a Second Language in an Interdisciplinary Approach

As a middle school, we are supportive of our ELLs as they transition to High School. Ms. Gilchrist, our 8th Grade Guidance Counselor, meets one-on-one with each student. She carefully explains the options the ELL students have for High School Placement. Our ELLs are also offered the opportunity to attend a special summer program provided by the Department of Education, held at LaGuardia Community College. There is always interest in this program as it offers academics and social situations, such as trips, for our students going to High School. There is training of staff for the 7.5 hour minimum through Faculty Conferences dedicated to ELLs, teachers attending QTEL Professional Development, and departmental meeting training. There is training through our Title III program and "Early Bird" professional development. Also, many workshops are offered through the Department of Education, which focus on ELLs data and instruction. The OELL informs us of "News and Opportunities for Educators of ELLs," offering helpful and excellent workshops, institutes, information, and professional development.

E. Parental Involvement

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

I.S. 296 includes parents in the development of school-level parental involvement activities by conducting parent-teacher conferences, workshops and parent activities. We provide progress reports to parents and provide parents with student short and long-term academic goals. Parents can volunteer and participate in school decision making. Parents are involved in the planning, implementation, evaluation and continuous improvement of school programs by participating in our SLT: School Leadership Team, SLC: Small Learning Communities Planning Teams, CEP: Comprehensive Educational Plan, Parent Needs Surveys, Learning Environment Survey, PTA: Parent and Teachers Association meetings, Title I meetings, and Parent Complaint Procedures. There is an on-going needs assessment for our parents as we strive to meet the needs of all our parents. To accommodate our parents work schedules, our School Leadership Team, Small Learning Communities, and PTA meetings are scheduled in the evening hours and/or on Saturdays with translation available for parents of our ELLs and non-English speaking parents.

Our parents are provided with timely information about our instructional programs, curriculum, performance standards and assessment instruments by means of orientations, a school handbook, parent workshops, parent meetings and activities, parent newsletters, a monthly calendar, a Parent's Bulletin Board at the school, monthly Saturday parent workshops, Phone Master, mailings, e-mail, and backpacks. Our Parent Coordinator, Ms. Carmen Hope, facilitates parental involvement activities addressing the needs of our parents. Ms. Hope increases participation of our non-English speaking parents and parents of ELLs by providing communication through contact with her at school, availability by cell phone, through Department of Education notices and notifications provided in various languages, translations during meetings and during school hours, interpretation services, interpretation by phone, report cards and transcripts.

Our staff and administrators are also involved in parent involvement and increasing parental involvement. Parents know they can come to the school to confer with the Principal, Assistant Principals, Deans, faculty, staff and other parents as well.

Halsey I.S. 296 partners with agencies and/or Community Based Organizations to provide workshops or services to ELL parents, these CBO's are the Ridgewood-Bushwick BEACON Program and New York Psychologists.

In summary, I.S. 296 involves our parents, partners with other agencies or CBOs, evaluates the needs of our parents and these parental involvement activities are on-going and address the needs of the parents of our students here at Halsey I.S. 296.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							13	13	25					51
Intermediate(I)							4	9	14					27
Advanced (A)							9	8	6					23
Total	0	0	0	0	0	0	26	30	45	0	0	0	0	101

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	3	14				
	I							2	5	6				
	A							6	6	11				
	P							6	5	8				

READING/ WRITING	B							3	4	18				
	I							4	9	15				
	A							7	6	5				
	P							2	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	9	2	0	14
7	14	2	0	0	16
8	19	5	0	0	24
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	4	6	1	3	1	1	0	17
7	2	5	7	7	0	0	0	0	21
8	10	11	7	8	0	2	0	0	38
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	12	9	4				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

As a middle school, grades 6, 7, and 8, we use the Language Assessment Battery (LAB) English and the LAB:Spanish in the initial identification process, and the NYSESLAT: New York State English as a Second Language Achievement Test, annually, to assess skills in listening, speaking, reading and writing of our ELLs. We use test data results from the New York State English Language Arts examination as the majority of our ELLs take the ELA test (ELL Exempts are for year 1 only as per NCLB). The results give us information and data about the literacy skills of our students. We also provide teacher prepared assessments and the New York City Department of Education Interim Assessments. The data inform us that our ELLs are scoring Levels 1 and 2 on the ELA: English Language Arts test. Only 2 students out of 101 scored a Level 3. This data can inform our instructional plan, for example offering non-fiction pieces for reading comprehension and a variety of reading genres, as poetry, reading schedules and programs, analysis of political cartoons, etc. and instruction in writing skills. In reference to Staff Development, our action plan includes a study group on scaffolding language structures for ELL students in all content areas for effective language development. Professional development on differentiating instruction for ELL students based on LAT levels, professional development on tiered instructional models, RTI training for teachers, intervisitations and instructional rounds. Teacher Teams will evaluate the data, discuss and share from multiple sources, teachers of ELLs will share TANS: Teacher Assessment Notebooks and how they are charting the progress of ELL students, a quarterly evaluation of Acuity and Scantron data, and re-evaluate and revise during the 2010-2011 school year. An analysis of the New York State Mathematics Examination (STM), which is offered in translated versions, indicates a fairly consistent level of scores of students taking the exam in English and Spanish. 3 students scored a Level 3 in Math in English, 3 students scored a Level 3 in Math in Spanish. 20 students scored a Level 2 in Math in English and 16 students scored a Level 2 in Spanish. In Level 1, 13 students took the test in English and 20 in Spanish. There were more Level 1 scores in the Spanish test, this might be explained by the influx of Newcomers and challenges of the curriculum.

The data patterns across the grades and levels indicate more than half of our ELLs are Beginners, approximately 27% Intermediate, and 23% Advanced. The most beginners are in our sixth grade, and interestingly, the most advanced are also in our sixth grade. Teachers use the results of our ELL Periodic Assessments to plan lessons, address student needs, and do an item analysis to differentiate instruction. The Native Language is used as indicated in instructional plans, as support, and according to guidelines for usage and support in the instruction of Native Language Arts and in the content areas.

Halsey I.S. 296 evaluates the success of our program for ELLs by supervisory observations, intervisitations, Interm Assessment results and by growth in the NYSESLAT, Modality Reports for the NYSESLAT by subtests, the New York State English Language Arts Examination, State Mathematics Examination, El Examen de Lectura en Español (ELE) the reading test in Spanish, and the NYS Science examination. We also evaluate our programs by teacher observation and assessments, data and the TANS: Teacher Assessment Notebooks, formal and informal evaluations, self-evaluation, by parental involvement, participation in our SES and Title III programs, as well as clubs, presentations, and providing equal access and opportunities for our English Language Learners in all aspects of our school community.

Additional Information

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

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 296 The Halsey School					
District:	32	DBN:	32K296	School		333200010296

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.6	90.8	89.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		88.9	90.9	89.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	192	173	173	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	175	193	161		84.4	82.0	83.7
Grade 8	174	181	200				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	31	22
Grade 12	0	0	0				
Ungraded	3	5	3	Recent Immigrants - Total Number:			
Total	544	552	537	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					23	24	25

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	29	26	27	Principal Suspensions	256	37	66
# in Collaborative Team Teaching (CTT) Classes	24	24	21	Superintendent Suspensions	32	34	42
Number all others	25	26	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	37	49	TBD	Number of Teachers	64	51	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	15	10
# receiving ESL services only	46	37	TBD				
# ELLs with IEPs	4	14	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	10	40	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
				% more than 2 years teaching in this school	67.2	74.5	93.6
				% more than 5 years teaching anywhere	60.9	66.7	87.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	82.0	85.1
American Indian or Alaska Native	0.7	1.3	0.4	% core classes taught by "highly qualified" teachers	92.4	91.2	96.6
Black or African American	46.3	45.7	42.1				
Hispanic or Latino	50.9	51.1	56.6				
Asian or Native Hawaiian/Other Pacific	1.7	1.4	0.7				
White	0.2	0.2	0.2				
Male	52.0	53.4	50.1				
Female	48.0	46.6	49.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v				-	
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v				-	
Student groups making	6	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	16.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	10.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf